DOCUMENT RESUME

ED 402 650 EA 028 096

AUTHOR Conley, David T.; Stone, Patricia
TITLE Evaluation of the Oregon Business Council-David Douglas Model School District Partnership Program.
SPONS AGENCY Oregon Business Council, Portland.
PUB DATE Jul 96
NOTE 109p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Standards; *Business Responsibility; Educational Change; *Educational Objectives; Evaluation Criteria; High Schools; Models; *Partnerships in Education; Program Evaluation; Public Schools; *School Business Relationship; State Legislation; Student Evaluation
IDENTIFIERS *Oregon; *Oregon Business Council

ABSTRACT

The Oregon Business Council (OBC)-David Douglas Model District Project was undertaken for two reasons: (1) to create a model for a district's accelerated implementation of all the elements of school reform as mandated in Oregon House Bill 3565; and (2) to learn lessons about school reform that would inform OBC member companies and school districts throughout Oregon. This report contains results of an evaluation of the project's achievements and effects. Under the terms of the proposal for the OBC-David Douglas Partnership, the business community provided technical and political support (not financial) to the district, which developed a comprehensive plan for school reform as mandated by state legislation. Data, collected primarily during January through February 1996, were gathered through focus-group interviews, interviews with individuals, surveys, and document analysis. Section 1 describes the effects of the partnership on students, teachers, administrators, and parents. Section 2 reviews the range of activities undertaken by the school district. The third and fourth sections examine process issues and structural changes, respectively. Possible benchmarks for evaluating the continued progress of the model are highlighted in section 5. General findings are presented in the sixth section. Section 7 reviews findings of the focus-group interviews. Team members found that partnership work is not limited to an advisory role; that the work requires new governance mechanisms and guidelines; and that it requires new definitions of curriculum and instruction. Next steps for the partnership are outlined in section 8. The final section lists "ingredients" necessary for the successful development of Certificate of Advanced Mastery (CAM) programs. Eleven figures and one table are included. Appendices contain the critical elements of the Certificate of Mastery program, the CAM design-team reports, the original terms of the partnership, a summary of the David Douglas school district's goals and objectives, and a review of the district's accomplishments (1994-95) and expectations (1995-96). (LMI)

ED 402 650

Evaluation of the Oregon Business Council - David Douglas Model School District Partnership Program

July, 1996

David I. Conley, Ph.D.
Associate Professor, University of Oregon

Patricia Stone
Program Evaluator, Bank of America

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

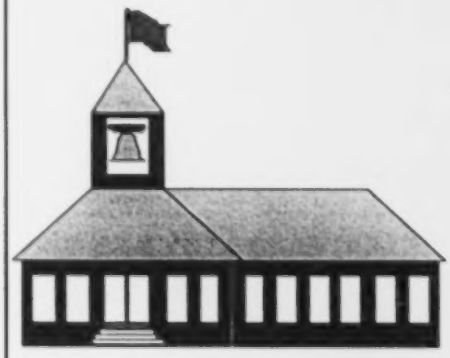
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

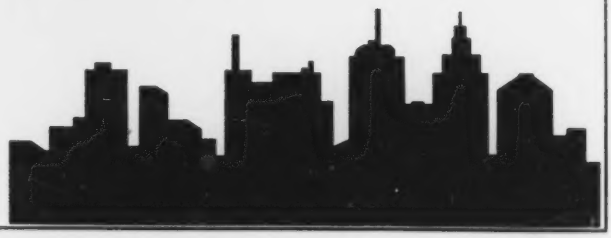
PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Conley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).



OREGON BUSINESS COUNCIL



EA 028 096

BEST COPY AVAILABLE

OREGON BUSINESS COUNCIL

Table of Contents

BACKGROUND 1

SECTION I: EFFECTS 1

I.1 EFFECTS ON LEARNERS 1

Student evaluation of company tours: 7

I.2: EFFECTS ON TEACHERS 10

I.3: EFFECTS ON PARENTS 13

I.4 EFFECTS ON ADMINISTRATORS 16

SECTION II: SUCCESS OF IMPLEMENTATION OF ALL ASPECTS OF SCHOOL REFORM BY DAVID DOUGLAS SCHOOL DISTRICT 18

SECTION III: PROCESS ISSUES IN CONDUCTING THE PARTNERSHIP 20

SECTION IV: STRUCTURAL CHANGES 23

SECTION V: POSSIBLE BENCHMARKS FOR DETERMINING CONTINUED PROGRESS IN DAVID DOUGLAS 24

IMPLEMENTATION BENCHMARKS: 24

PERCEPTION BENCHMARKS: 24

PERFORMANCE BENCHMARKS: 25

SECTION VI: GENERAL FINDINGS 27

SECTION VII: LESSONS LEARNED 31

PAT STONE'S THREE KEY FINDINGS 31

1. This "new work" is not simply advisory. 32

2. This "new work" requires new governance mechanisms and guidelines. 32

3. This "new work" requires new definitions of curriculum and instruction. 33

ADDITIONAL LESSONS LEARNED: 33

SECTION VIII: NEXT STEPS FOR THE OBC-DAVID DOUGLAS MODEL DISTRICT PARTNERSHIP 35

SECTION IX: CAM COOKBOOK 37

APPENDIX A: CRITICAL ELEMENTS OF THE CAM

APPENDIX B: CERTIFICATE OF ADVANCED MASTERY DESIGN TEAM REPORTS

APPENDIX C: ORIGINAL TERMS OF OBC-DAVID DOUGLAS PARTNERSHIP

APPENDIX D: MODEL DISTRICT GOALS AND OUTCOMES

APPENDIX E: REVIEW OF SCHOOL IMPROVEMENT ACCOMPLISHMENTS 1994-95 AND EXPECTATIONS 1995-96

Evaluation of the OBC-David Douglas Model District Project
June, 1996

Prepared by David T. Conley, Ph.D., University of Oregon
and Patricia Stone, Bank of America

Background

The OBC-David Douglas Model District Project was undertaken for two reasons: 1) to create a model that demonstrated what a district would look like that implemented on an accelerated basis all the elements of school reform enumerated in H.B. 3565; 2) to learn lessons about school reform that would inform OBC member companies and school districts throughout Oregon.

This evaluation was undertaken to ascertain success to date in both these areas. How successful has the district been implementing school reform on an accelerated pace? What has the effect been of the changes the district has made? What are the lessons for OBC companies and Oregon school districts?

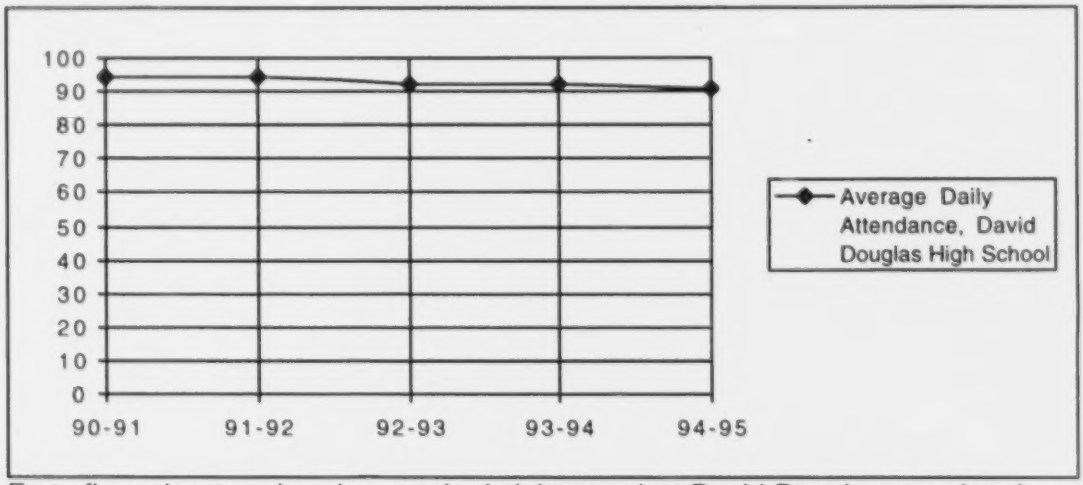
Data to answer these questions were collected primarily from January, 1996 through February, 1996, with follow-up data collected in March. The primary methods of data collection were focus group, interview, survey instruments, and document analysis. From these sources the evaluation offers insight to the two questions posed through a series of sections that follow. The report begins with a consideration of the effects that changes had on various populations, then reviews the range of activities undertaken by the district in response to the call for accelerated implementation of school reform legislation. Section II discusses the process the partnership followed to examine how school districts and business organizations can work to promote change. Section III states the lessons learned to date. Section IV offers recommendations in two parts; for the future of the project, and for OBC companies, school districts, and policy makers interested in making school reform work effectively.

Section I: Effects

I.1 Effects on Learners

The most important effect of any project is its effects on learners. In social science research the direct effects of any intervention are difficult to measure, since so many variables and factors interact at any given time within a social system. Therefore, it is difficult to state definitively what the effects on student learning have been to date, primarily since the Partnership has focused much of its effort on joint planning and development activities. Anecdotal evidence, while always limited in its generalizability is nonetheless informative. Reports from participants in early activities that were the outgrowth of the Partnership were suggestive of enhance student learning opportunities and gains in those situations where students and members of the business community worked together in a focused fashion over an extended period of time on a project of mutual interest. Often this type of learning occurred off-campus as much as on-campus.

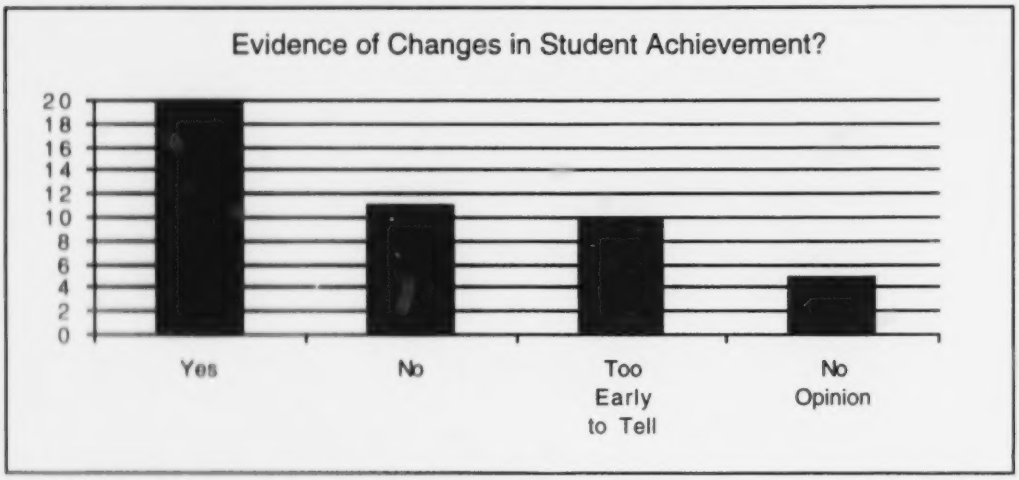
School-wide attendance and discipline data show no marked overall trends. These data would have to be disaggregated by selected subgroups of student (e.g., low motivation, underachievers, college-bound, those with previous disciplinary problems, etc.) to ascertain if changes were localized to groups of students. Since school reform changes have been only modest in terms of their effect from students' perspective, changes in student behavior would be localized to those engaging in high-intensity activities, such as internships and field experiences. Adequate samples of such students should exist in the coming years to make such analysis possible. Attendance at David Douglas High School is currently high, leaving little room for improvement. Once again, subpopulations may be the best place to look for changes on this variable.



Forty-five educators (teachers and administrators) at David Douglas completed an extensive instrument that required narrative responses to a series of questions. The return rate was approximately 45 percent. A subjective observation by an administrator who was aware of which educators returned instruments was that the sample was representative of the school population as a whole. In other words, there is no reason to assume that respondents represented either those with particularly positive or negative attitudes toward school reform or the OBC-David Douglas Model District Project.

The focus of the instrument was high school-level reform, and, more specifically, CIM and CAM development. The high school was simultaneously involved in additional reforms, including a requirement that only grades of C would count toward graduation, a change in the schedule to allow longer periods of instruction, and a stricter attendance policy. The instrument did not attempt to gauge the effects separately of each change. Respondents commented on the interaction between and among the various reform activities, some as the result of state legislation and some as the result of the OBC-David Douglas Partnership. Therefore, changes that respondents have observed, both positive and negative, are to some degree the result of a combination of changes that have occurred at the high school.

When asked whether they saw any evidence of changes in student achievement as a result of reform generally and the Model District Project specifically, respondents were divided in their opinion. The following graph shows the range of responses to the question: Do you see any evidence of changes in student achievement as a result of school reform activities generally and the OBC Model School District Partnership particularly? Some respondents had responses that coded into more than one category.



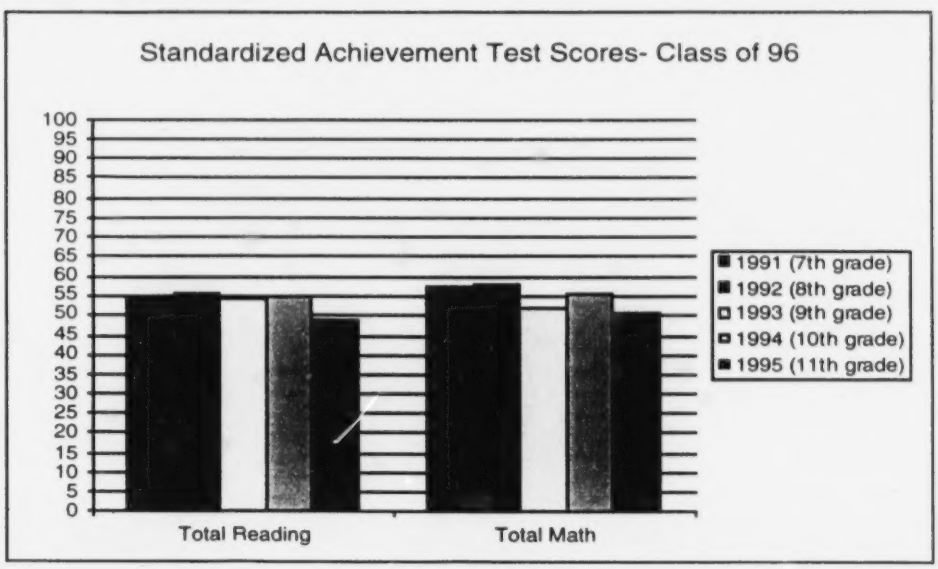
Illustrative Respondent Comments:

- I see predominantly CIM students (9-10th). I don't see much change as a result of OBC in those students. It appears that OBC has caused more change in student achievement in CAM students. (shadowing, in-school enterprises, etc.)
- This year students should be selecting courses to help them meet CIM proficiencies. This hasn't really happened yet... We'll soon see.
- Appears to be more efforts to involve students in activity-based projects throughout the school
- Yes- Students are seriously looking into the classes that meet their interests and strengths
- No evidence of change. Perhaps in the future as more course integration occurs
- Students seem to work harder to accomplish a task, since they know it not only affects their grade but possibly their graduation
- No. I teach freshmen, and I believe that while they should be exploring the variety of careers within broader fields, many of the activities are too distant for them.
- My freshmen students are well aware of the importance of the CIM and are directing more effort toward proficiency.
- Yes, students have clearer expectations. Rapid development of CAMs gives students more "real" activities leading to their future choices so more motivated and success oriented.
- Too early to tell for all students but the classes with direct participation by OBC increased interest in the courses. Example- Pace 1 (careers and visitations) engineering systems - building the car.
- Students work for the C grade, when before they would settle for the D.
- Some freshmen may be seeing that they need to increase their effort if they are to succeed.

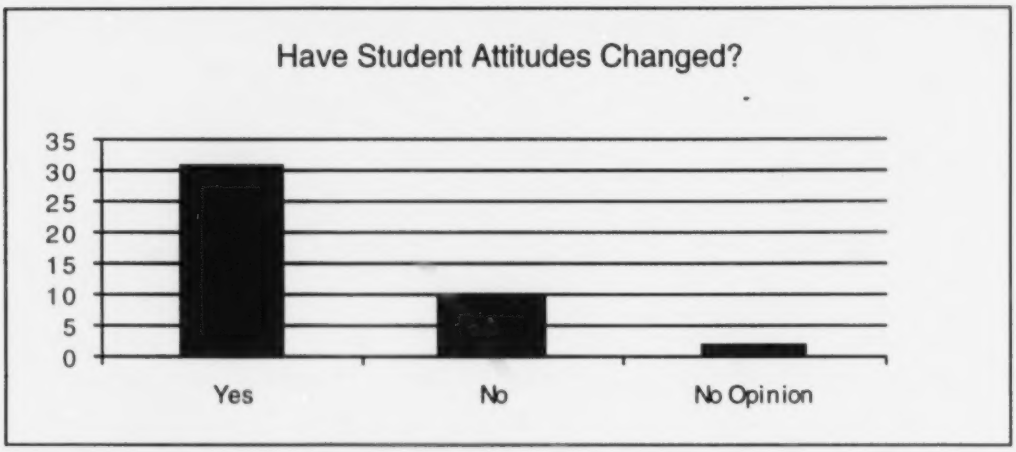
- Too early for clear evaluation. Some programs are only in their first year; others are still in the planning stages.
- I don't see an increase in "achievement" - it seems to be the same. We would need some "objective" measure to find if achievement is different somehow.
- Kids enjoy seeing applications to real life, but they also feel "projected" to death.
- I see great improvement in achievement due to the team concept and cooperative learning.
- The creation of more intense tasks has increases achievement in many students. The lower end students tend to give up easier.
- Job tours bring careers options to life. Students involved in such activities (FR and SO) tend to perform better. They spend more time on assignments and produce quality work.

Standardized achievement test score data are only marginally useful to this evaluation for two reasons: First, many of the reform activities are directed at developing knowledge and skill that may not be measured well by such tests; and, second, the student cohort with the only longitudinal data from throughout the period of time after school reform was initiated in Oregon has not necessarily been educated in a manner reflecting the essence of those reforms yet. However, standardized data are not without their uses, if only as a very general indicator of overall literacy and numeracy. Small fluctuations in scores from year to year, in particular, should not be given great weight, while trend lines may be more informative, either of real changes in student learning or of decreased congruence between what is being taught and what is being tested. The only way to answer this question would be to assess students with other methods specifically keyed to the teaching methods that are being used and curriculum that is being taught in the school. The CIM and CAM assessment systems in theory will be aligned in this fashion.

Longitudinal data for the Class of 1996 from grades 7 through 11 are included in the following chart:



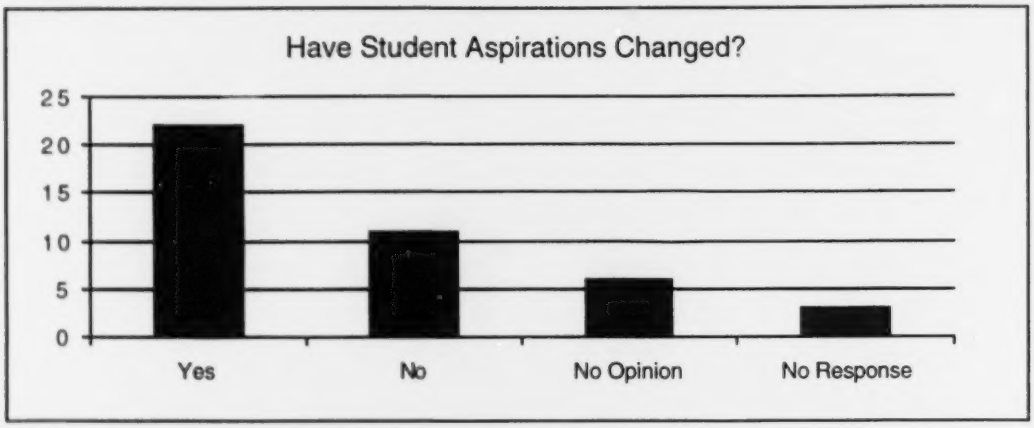
Respondents were also asked about changes in student behavior, attitude, and aspirations resulting from school reform. They noted increased attention by students to requirements, what they had to do to pass, higher quality work, more thought about their futures and some genuine student excitement about learning by doing (combined with some complaining about being held to higher standards than the previous year's class).



Illustrative Respondent Comments:

- Yes, They are EXCITED about what they are doing and they love to share what they're doing
- Students that understand the CIM are more conscious of their behaviors and concerned about their program.
- They seem to be more stressed. They whine and complain more than in the past (about CIM)
- Some students taking CIM classes (Core) more seriously.
- Freshmen are aware of the CIM and the need to perform well on the tasks. Students level of concern/effort on CIM tasks is greater than it is on "regular" class work.
- They like the more group oriented, project based setup of the CAM course.
- The conscientious students take even more pride in their work/tasks (and put in more effort) since it will go in their portfolios. Lower end students feel overwhelmed, like nothing they do will ever be good enough.
- Yes, the freshmen seem to be better prepared (technology, writing, organization) and are raising to our level of higher expectations with much less of a struggle. Very positive for the future.
- Students seem to be more "invested" in their education because they take an active role in planning.
- Students have shown a significant improvement in attitude, work ethic, and responsibility.

When asked about changes in student aspirations, respondents also noted an effect of reform activities on how students are thinking about their futures:

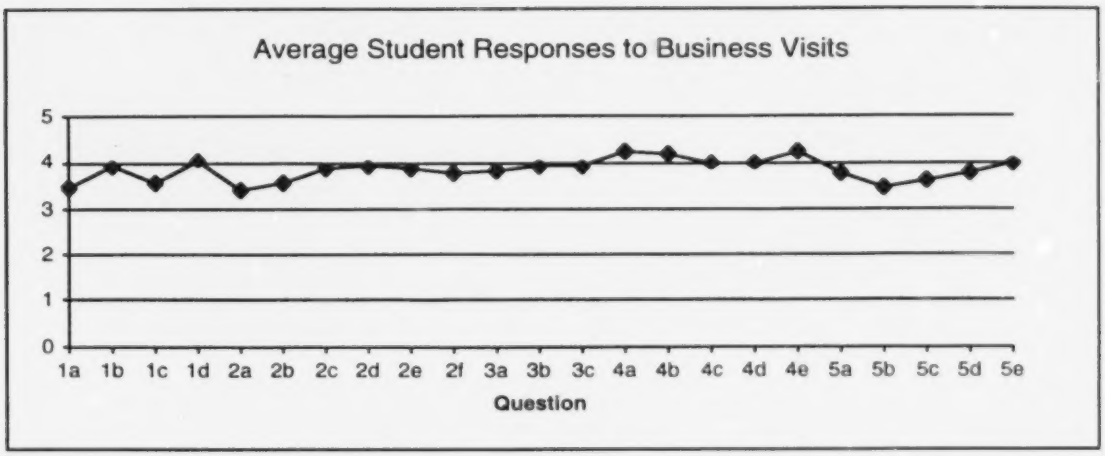


Illustrative Respondent Comments:

- I see more excitement about trying something new. They are proud of their finished products I think they are more motivated because they enjoy the work more.
- Since we began constellation (career pathway) planning with students four years ago, student (and parent) involvement in planning and goal-setting has increased. No longer does just the college prep student make plans for and select courses to prepare for the future beyond high school.
- Students are much more serious about their future and see the connection(s) between what we do in class, the relevance of the content, and future programs/ opportunities
- Not sure, but they seem to be far more aware of the vast number of career opportunities
- More career oriented - some kids may be unrealistic, but in the long run they eventually will be able to make realistic choices
- Some students who might not be going to college are using CAM programs to prepare for a career.
- Students seem a bit more concerned about making career choices and taking the best classes for college.
- Some students appear to be more goal oriented and are following a plan instead of drifting through.
- Several juniors and seniors have more realistic plans for themselves now that they have seen businesses and participated in CAM programs.
- Borderline passers (D/F) of last year are raising self standards to (D/C).
- Students are much more clear about what it takes to be in a specific career - it actually had focused aspirations more appropriately.
- Students no longer think of professional people and jobs as mysteries. They are starting to set career goals. There is no one type of student this has affected.

Student evaluation of company tours:

Question	Wacker Siltronic	UPS	Post Office	PGE	MAC	Fred Meyer	Cumulative
1. How helpful were the following:							
1a Classroom presentations	3.50	3.50	2.83	3.40	3.00	3.78	3.47
1b Company speaker	2.00	3.29	4.33	4.00	3.63		3.88
1c Letter of introduction	3.73	3.50	2.67	3.65	4.00	3.84	3.57
1d Company tour	3.89	3.64	3.67	4.26	3.88	4.11	4.02
2. Rate the classroom presentations according to how helpful the information was to you							
2a Constellation/Career awareness	3.38	3.41	3.43	3.54	3.43	3.33	3.39
2b Letter of introduction	3.62	3.43	3.43	3.71	3.86	3.78	3.58
2c Listening and respect	3.62	3.80	3.86	3.64	4.14	3.94	3.83
2d Responsibility	3.77	3.84	4.00	3.86	4.00	3.79	3.89
2e Appropriate dress	3.62	3.74	3.86	3.81	4.00	4.00	3.85
2f Introductions	3.69	3.50	3.71	3.75	3.86	4.00	3.73
3. With regard to the group projects:							
3a Were you given enough time and information to prepare	3.85	3.77	3.71	3.80	3.71	3.95	3.80
3b Do you feel personally you gave your best to promote the success of your groups project	4.00	3.62	4.14	3.80	4.43	3.84	3.89
3c Rate your group's project and presentation	3.92	3.66	4.29	4.03	4.14	3.58	3.89
4. Company speaker							
4a Provided background about the company		3.80	4.71	4.45	4.29		4.25
4b Provided career opportunity information		3.73	4.57	4.64	4.29		4.18
4c Provided education/training requirements		3.80	4.86	3.91	4.00		4.00
4d Provided information regarding hiring practices, dress, punctuality, communication skills, etc.		3.53	4.29	4.10	4.29		3.98
4e Rate the company speaker		3.93	4.71	4.55	3.86		4.23
5. Did the company tour provide you with							
5a A better idea of what career choices are available	4.22	3.35	3.29	4.03	4.00	3.81	3.75
5b Enough information to help you match jobs to DDHS constellations	4.22	3.19	3.14	3.66	3.50	3.50	3.45
5c Information about education and training requirements	3.78	3.38	3.71	3.44	3.50	3.94	3.59
5d Information regarding company policies	4.56	3.42	3.43	3.81	3.50	4.25	3.77
5e Rate the company tour	4.22	3.68	3.57	4.13	3.63	4.25	3.93



Student Comments:

QUESTION 1: What do you think was the most important thing you learned?

- The most important thing I learned was the fringe benefits.
- I think the most important things I learned were introductions, dress, and about what kinds of jobs are out in the real world.
- I learned how to make the first step to get an interview.
- I never knew that Boyd's was so big.
- I learned that it takes a long time to work your way up in a business; you have to start on the bottom with a low paying job to get promoted to better things.
- The most important thing for me was doing the application and resumes.
- I learned about how many jobs are available in a company.
- You can't goof off and need to be on best behavior.
- How to dress and be prepared. It got me a job at Oregon Athletic Club.
- There are a lot of different ways you can go after high school but you have to get a basic education. The more education you get the more ways you can go with a career and the better it will be.
- Jobs are not as easy as they seem.
- I learned how others count on you and how much responsibility you are supposed to have.
- Learning what was appropriate and not appropriate in the workplace.

QUESTION 2: What did you like best about the Workplace Prep/Tour unit?

- What I liked best was the survival notebooks.
- The thing I liked best about the workplace preparation is the video.
- Seeing how everybody works as a team.
- I liked being able to ask any kind of questions that I wanted to. I wasn't pressured to ask "upper class" questions.
- I like the gymnastics and the day care.
- The speaker from PGE coming and talking to us.
- Seeing all the stuff done at the job site, how the machines work.

- I have never been to a post office and it was different to see something new.
- I think the group presentations were the best because not only were they helpful, they were fun.
- I liked the interview, because it gave me an idea of what an interview will be like.

QUESTION 3: What did you like least?

- What I liked least was the group projects.
- The thing I liked least about the unit is developing the videos.
- I disliked how the letter of introduction had to be written perfectly with no mistakes or bent corners.
- I disliked the video because it was pretty boring.
- The company that was chosen for us didn't have any careers that I wanted information about.
- I thought they would have high tech equipment.
- It was more like they were trying to get us to become members than telling us about the jobs in detail.
- I didn't like it because there were hardly any black people there.
- I didn't like writing the letter of introduction.
- Sitting around listening to a speaker speak.
- I didn't like how we scattered things around through the whole semester.
- It took a long time to prepare.
- I didn't really like dressing up

QUESTION 4: Did the Workforce Prep/Tour unit reinforce your choice?

- No, because it didn't have anything about human resources or health things.
- It didn't really relate to my constellation, but it did help me with other things.
- Yes and no. I still want to stay in the same constellation but it helped me look at others.
- I don't know what to do because there are so many choices.
- Yes, because now I am more educated in the work field.
- Yes, after doing a report, I am positive that I want to be in social and human services.
- I've changed my constellation this year from wanting to be a singer to wanting to be a Marine Biologist.
- Yes, I did my notebook on a career that is in my constellation and I am still interested in it.
- No, my choice is well thought out and considered, this unit didn't make me want to change.
- It wasn't really my type of job.

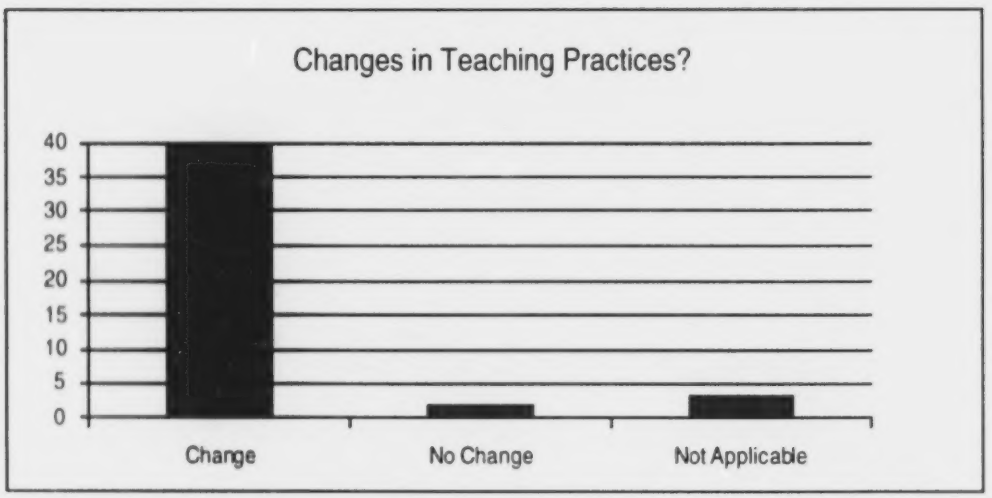
QUESTION 5: Are you interested in exploring another constellation area?

- I am interested in exploring other constellation areas because I like to learn about other kinds of jobs.
- I am interested in exploring another constellation because there were a couple of jobs that sparked my interest on the tour.
- My career path is not solid yet and I may find I would enjoy another constellation.
- Yes, it is helpful to know more about other jobs.
- No, I don't like the jobs in other constellations.

- I already know I want to be a singer.
- No, I am not interested in another constellation because I want to focus on mine that I have now.
- No, because I love mine, I know what I want to be and nobody is going to change my decisions.

I.2: Effects on Teachers

Respondents were asked to gauge effects of reform on their teaching practices, curriculum and expectations for students. Specifically, they were asked how they had changed their teaching practices as a result of the CIM and CAM, both in terms of things they had added, things they had deleted, practices they had increased and practices they had decreased. In the area of curriculum they were asked whether they had added new courses or made changes to existing courses. They were asked if their expectations for students had been manifested by increases in homework, quality or complexity of work, degree of student self-reliance required and ability of students to work without adult direction.

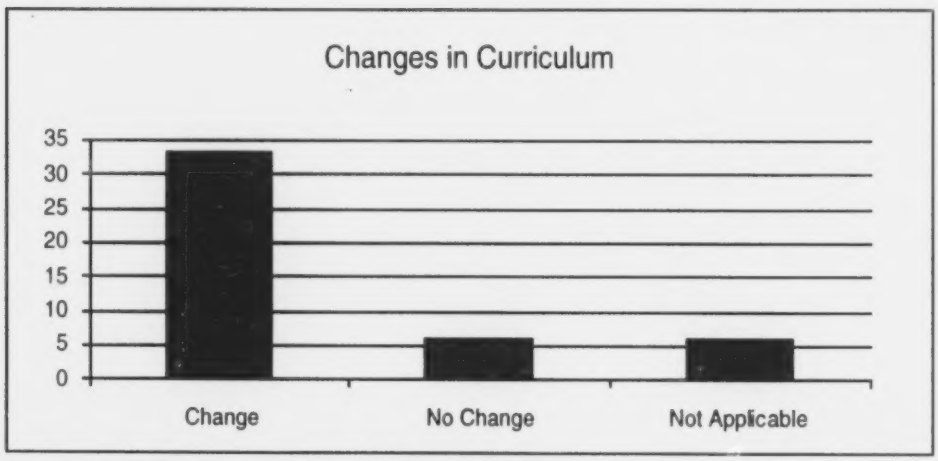


Illustrative Respondent Comments:

- Less lecturing and teacher focus. More active, hands-on, authentic, performance-based learning. Projects rather than book work.
- Beginning to see examples of "teacher as coach" and a recognition by staff of these teachers.
- More use of long term tests. More concern with application of knowledge
- I have had to evaluate what tasks students are doing. I have had to make changes in lessons to meet the new standards
- I work more structured to make sure I have core and foundation skills included.
- I find myself giving more projects and spending more time correcting than ever before.
- I cover less material and try to insure that the students learn it better.
- Students get more time for mastery.

- More project oriented, more independent study, more in-depth study.
- I have developed a number of projects/tasks that are designed to give students opportunities to demonstrate the ability to apply math/science.
- I have been forces to set clearer standards for kids (scoring guides) which is good.
- I have major tasks instead of daily assignments. I don't lecture as much. I devote more days to project completion.
- I use more rubrics, more clear grading. It is more fair, standardized.
- I have been able to be a lot more flexible in my teaching. With the help of OBC my teaching has been more job oriented.

Approximately three-quarter of the respondents indicated that changes were occurring in the curriculum. These changes include both alterations in current classes and the creation of entirely new classes. A number of specific course changes were linked directly to OBC involvement. In several other cases, teachers indicated they were aligning their curriculum more with the demands of the work world.

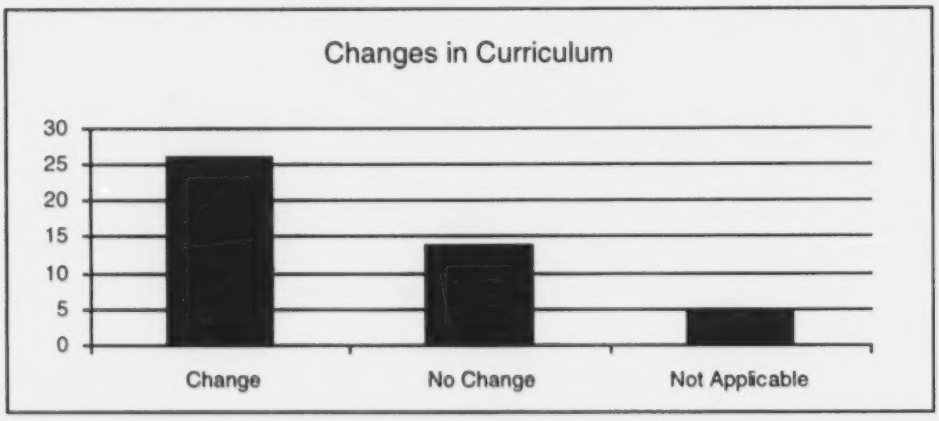


Illustrative Respondent Comments:

- Close ties with our business partners have helped shape/construct our curriculum and provide teacher training as well as experiences for students
- I will be teaching a new course next year with an entirely new curriculum which I will develop this summer
- Combining General Math and Algebra Essentials into Pre-Algebra
- Portfolios and developing a CIM task in my curriculum.
- Changed curriculum to meet CIM requirements focus on CIM tasks.
- At OBC urging, have designed and implemented a technical writing class at junior level.
- I focus on larger themes.
- I am planning a Forensics Science class to be part of the law CAM.
- I teach more research skills to sophomores and try to add more cultural variety to improve students' understanding of others.

- I have had to give up some daily "skill" practice to incorporate more projects (CIM tasks) and I don't feel that all projects are worthy of the time they take (some are just for the sake of projects).
- I have developed a business oriented CAM in fine arts for next year (w/peer). Finding enough time to cover technical skills, basic content and CAM content in 2 years is a challenge.
- One new course has been planned, however, this course would have been developed regardless.
- Think about/make real world connections in designing curriculum.

Expectations for students have changed in a number of ways. Although 14 teachers felt they had not changed expectations, a number of these respondents indicated they had always had very high expectations for students and that the new requirements for CIM in particular simply helped reinforce the expectations they had always held.



Illustrative Respondent Comments:

- I require more of students in "pulling" ideas together in form of final tasks or projects. They need to solve problems and be able to communicate their solutions more than in the past.
- We have higher expectations in our class and do not allow for "D" and "F" work. If students have to re-do/re-take (assignments/ tests) then we provide those opportunities- they can't decide not to do something
- Expectations have changed only in the kinds of assignments I give
- Expectations have not really changed. However, I see that the students need more help to be self reliant
- Expectations for students - this has been helpful to me because I give my students before hand what I am grading on and expect out of the them and they usually reach it or at least try.
- My expectations for students have always been high. The amount of homework has not changed. Its complexity may be greater because of more projects and also just because the students must use more self discipline to successfully complete tasks on our block schedule.
- Expectations in all areas have increased.
- Amount of homework has increased with more in depth project that need research to be completed outside of class time. Higher expectation for students not always met.

- In the completion of tasks, students direct their own leaning to a large degree. The amount of homework has not increased.
- Expectations for quality have changed. The level of work which is acceptable for a CIM task to be accepted is higher.
- They haven't changed much. Not as much take home work, quality of work has raised. Students have become much more self reliant due to CAM.
- Expectations are as high as always. Homework is still required.
- Expectations and homework have increased (maybe too much).
- I expect higher quality and keep very strict due dates due to the number of days devoted to in-class task preparation.
- I still give daily homework. What has changed is that some assignments are cross-curricular.
- Expectation to work with less direction, but so far students are not rising to the occasion very well.
- My expectations and demands are greater due to the rise in student performance.
- My expectations have risen - particularly in workplace readiness areas.
- Students will be expected to be more self-directed with the teacher as the manager. This is not solely to due the CAM however.

I.3: Effects on Parents

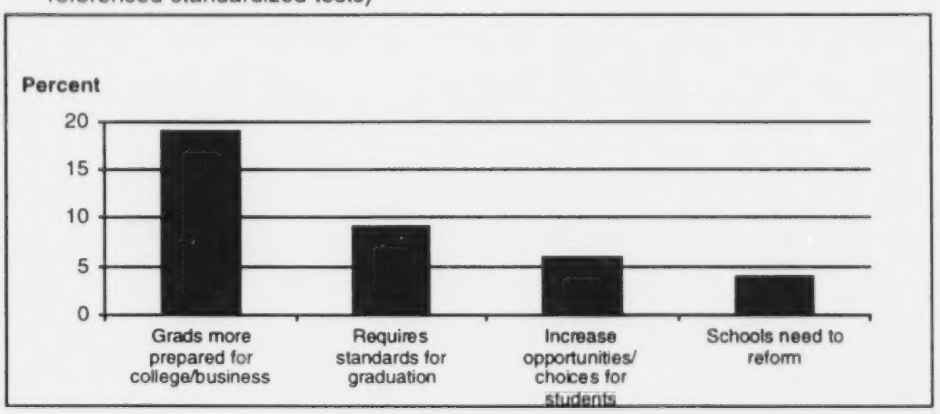
Parent knowledge of and involvement in reform efforts seems modest currently at the high school level, this despite the fact that the district has made consistent efforts to keep parents informed. Parent awareness is much higher at the elementary level, where the focus of reform has been multiage classrooms, full-day kindergarten, and foreign language instruction. David Douglas School District conducted a parent survey on March 16-17, 1994 to gauge parent interest in the reform initiatives just described. Responses were received from 772 parents/guardians/families. The results are summarized as follows:

- Sixty-five percent wanted their children to participate in a classroom where foreign language was emphasized.
- Spanish was the first choice for the language of instruction.
- Eighty-seven percent wanted their child to participate in a classroom where computers and technology was emphasized.
- Fifty-two percent would be willing to sent their child to another school to get either language or technology instruction.
- Of those parents who have a student scheduled to enter kindergarten the coming fall, 85 percent wanted their child to participate in a full-day kindergarten program.
- Sixty percent of those wanting a full-day program would be willing to send their child to another school.
- Twenty-four percent indicated they needed before or after school day care, and, although they favored school-based programs, 95 percent would be willing to have their child transported to another site.

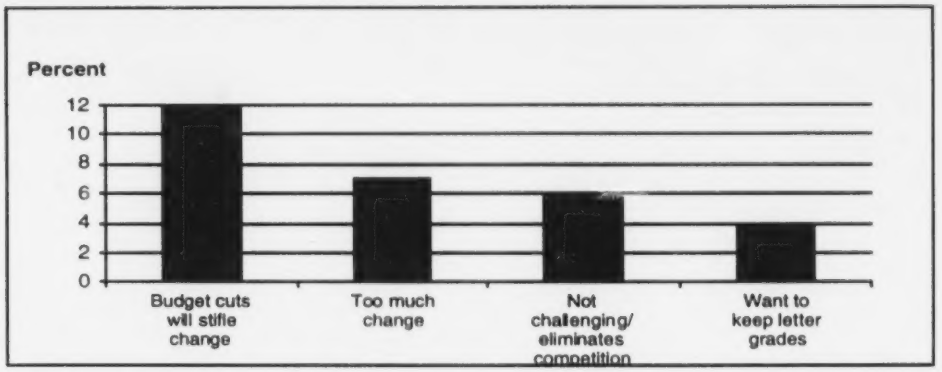
- Thirty-eight percent would choose a mixed-age program for their child. Another 47 percent would consider it, if given more information.

The district also contracted with Moore Information, a public opinion research company, to conduct a telephone survey of parents in January, 1994 and again in March, 1996. The survey covered a range of topics, only several of which were either directly or indirectly related to school reform. Results from those items include the following:

- Seventeen percent felt the district had high standards and "good learning progress." (1994 data)
- By March, 1996 the number who said they had heard the district had high academic standards had decreased to 6 percent.
- Two percent identified the STARS program (Students Taking Authentic Routes to Success), a precursor to the CAM strands, as one of the good things they had heard about the high school. (1994 data)
- One percent indicated they did not like the "new education plan."
- Thirty-one percent indicated they were familiar with the "Oregon Educational Reform Act." (1994 data)
- Of those who indicated familiarity with the law, 54 percent felt it would have a positive impact on schools in the district. (1994 data)
- Seventy-one percent believed the quality of education provided by the district was somewhat or much better in 1996. Twenty-six percent believed quality had increased over the last five years. (1996 data)
- Fifty-two percent believe teachers have enough in-service days now. Thirty-three percent believe they have too many. (1996 data)
- The percentage of parents that did not know what the biggest problem facing the district was increased from 28 to 37 percent from 1994 to 1996.
- The number of parents who would choose mixed grade classrooms declined from 38 percent in the district's 1994 parent survey to 30 percent in the Moore 1996 survey.
- When asked if they were aware of new, tougher graduation requirements, 68 percent said yes and 87 percent approved of the district's new graduation policy. (1996 data)
- The same proportion of parents in 1994 and 1996, 69 percent, indicated it was important to compare student performance in their schools to other students in the nation (norm-referenced standardized tests)



Respondents indicated the following concerns about school reform, as well:



Teachers responding to the February, 1996 instrument indicated parents were generally supportive, even in the face of higher expectations for their children (e.g., no class with a grade lower than a C would count toward graduation; a tightened attendance policy). No respondent indicated that parents were actively opposed to reform efforts, although several did not feel qualified to offer an opinion. Teachers provide the following statements that shed light on parent perceptions of reform and the effects of reform on parents:

- Parents are supportive. They understand we are transitioning. They think we are bettering education for their kids.
- I have limited exposure to parents. I think they are aware of changes and from what I see are generally supportive. It is always a challenge to keep lines of communication open (home-school) and keep them informed about what we're doing with their kids.
- More are more aware of CIM than CAM. Parents seem aware of requirements
- They are equally afraid of change- They are fearful that their student may fail to meet the standard. The informed parents are more supportive of the system
- They are asking questions and attending meetings - overall very positive
- If they are not aware they are not paying attention. I think they would say that accountability is one of the major changes both in attendance and academics.
- My conversations with parents show that most parents understand that our standards are higher. They give at least lip service to support of what we are doing. Even some whose children have not been successful, don't seem to feel that it is the fault of the programs, but understand that the child just didn't do the work or did not do it at a quality level.
- A little apprehensive but are willing to try to make things better for their kids.
- Parents are very aware! Scared for their kids, but most like the high standards and emphasis on choices and preparation they will have - "hands on" experiences are important to parents - glad their kids are challenged to meet the future prepared.
- Parents have been involved/made aware of modifications in the system. Most approve of our reform efforts.
- Parents seem to be asking questions about how the changes will affect their child's college chances.
- The involved parents are aware and supportive. The others seem to be unaware or skeptical (about us requiring too much).
- Parents have been attending meetings to clarify expectations of their students.

- Concern that the change is a move away from any college prep and completely to career planning. They don't see the interconnectedness of the two. Concern over the students being less competitive for entrance into college.
- I think they like the changes and are eager for any assistance to keep kids in school.

Administrators commented on the potential for parent concern to increase as school reform is implemented more completely and has more direct effects on their children:

- Communication between school and home increased in 1995-96 school year. Some apprehension to new graduation requirements - no overwhelming concern at this point.
- We have received minimal parent criticism. This will no doubt change as more students are unable to attain higher standards for graduation

I.4 Effects on Administrators

The evidence of changes in administrator practices can be gleaned both from the administrators themselves and the teachers. Each group indicates that administrators have become facilitators of teams to a greater degree, enabling teachers to work together rather than directing that work. The amount of planning and development taking place in the school simultaneously created stresses and strains that administrators sought to ameliorate. In addition to continued expectations that they handle management responsibilities, administrators had to track both the process and products of a multifaceted development effort. They often were put in a position of reacting to initiatives or problems that occurred in the planning process.

This complexity necessitated the creation of two new positions with the specific purpose of coordinating school reform efforts at the school. These positions were School to Work Coordinator and School Improvement Coordinator. Three different individuals held these positions during the period of the Partnership. Their general responsibilities included: (list)

Administrators identified the following areas of change in their comments:

- More work with teams, such as: CIM, portfolios, CAM design team, CAM coordination council, interdisciplinary planning teams. Hiring a school-to-work coordinator, a school improvement coordinator, and an attendance coordinator; working more closely with specific departments. (i.e.: one administrator working with math/science, one with language arts/social studies.)

Teachers did not necessarily mention changes in administrator behavior directly, in part because no item on the instrument asked this question. They did imply some of the effects on administrators through their responses. In general, administrators seemed to be viewed as facilitating and supporting the general direction of change, involving teachers in decision making then respecting their decisions, and organizing and implementing the support systems necessary to make reform work, including an improved attendance policy and the positions necessary to coordinate reform efforts. A few representative examples of how teachers describe administrators' efforts follow:

- An administration willing to take chances and try new ideas.

- Key - Administrator support
- Attendance in my CAM class has been excellent. A new attendance policy is part of the reason.
- Combined effort gave great emphasis to school improvement effort. Kept us moving.

Section II: Success of Implementation of All Aspects of School Reform By David Douglas School District

Section I focused on the effects of reform primarily at the high school level as manifested in the form of planning and implementation of programs for the Certificates of Initial and Advanced Mastery. This section examines all the other activities that were conducted in the district during the period of the Partnership to implement other elements of the Oregon Education Act for the 21st Century. The district engaged in an extensive planning process that will be described in Section III- Process. The result of this comprehensive planning process was a series of programs at all levels of the school district designed to address the requirements of the law on an accelerated basis. The following summary identifies the activities that were under way in the district during the 1995-96 school year and represent the culmination to date of district efforts. Each item or program listed has a tremendous amount of work and, often, resources standing behind it. Many of these changes are large-scale in nature. Their entry as a single item is not meant to downplay their significance. However, for the purposes of this evaluation, this list is offered as a demonstration of the scope of systemic change that the district has undertaken. An adequate explanation of each item would require more space in this report than is available.

1. Early Childhood Education
    - All day kindergartens offered as an option in each elementary school
    - Daycare programs available at five school sites
    - Preschool programs operating at two schools
2. Mixed Age Groupings
    - Sixty-six mixed age classrooms planned for 1995-96 (up from 49 in 1994-95)
    - Regular teacher support group meetings for teachers who teach in mixed age classrooms
3. Middle Level Instruction
    - Common planning time scheduled at all levels
    - Block schedules in place at middle and high schools
4. Instructional Alternatives (CIM, CAM, and other)
    - CIM Summer Camp offers four weeks of instruction to identified 6th through 9th grade students
    - Project UP classes will serve 170 freshmen identified as potentially having difficulty earning CIM
    - Credit Retrieval Program will be instituted during summers to help students make progress toward CIM
    - CIM Academy established at all elementary schools. Two additional hours of instruction offered per week to 6th-8th graders not making adequate progress toward CIM standards
    - English as a Second Language program organized by district and offered in all schools
    - Primary level Academy piloted in 1995-96

5. Social Services
    - Primary health care: Lincoln Center; Elementary Health Clinic: Growing Up Well; Portland Adventist
    - Teen Parent Program
    - After School Skills Program
    - Russian Family Support
    - CSD Support
    - Safety Action Team
6. Choice
    - Open enrollment
    - Technology classroom, grade 6
    - Spanish experience, grades 1/2, 3/4 at Mill Park Elementary School
7. Certificate of Initial Mastery
    - CIM plan approved by Oregon Department of Education
    - Staff development presentation to all staff
    - Assessment coordinator hired
    - Elementary Spanish instructor hired
    - Graduation requirements raised to include earning a CIM and achieving a 2.0 GPA
    - CIM outcomes assigned to core classes. Students must get grades of C or better, produce evidence of performance for portfolios, score in the average range of standardized tests
8. CAM
    - Design teams composed of business, education, and community college representatives have created CAM programs in seven broad workforce areas.
    - Some CAM courses were piloted in 1995-96
    - All CAM I courses will be in place in 1996-97
    - All students will be enrolled in a CAM program in grades 11 and 12
    - School-to-Work Coordinator hired to arrange career-based experiences.
    - Nine hundred students participated in career-based experiences in 1994-95
    - In-school enterprises provided some career based experiences: The Kilt (restaurant); Bank of David Douglas; Double D Preschool; Project Invest (insurance office); Grub Stop (marketing); Douglas Depot (student store) Graphic Arts Company; catering operation
9. Site Councils
    - All buildings have established site councils that incl e community members.
    - A district site council was convened in the fall of 1995.

Section III: Process Issues in Conducting the Partnership

The Partnership efforts included numerous people from a number of organizations, some with experience working with each other; most without such experience. Furthermore, each group possessed a unique perspective on the goals and purposes of the Partnership. Respondent comments were generally positive about the process, but each group indicated it felt there were problems with the process itself, and, on occasion, with the perspective of one or another of the groups participating in the process.

The school district began by constructing a detailed, accelerated timeline to develop an overall plan. Activities on this timeline began September 10, 1993 with the creation of an Initial Planning Team, and concluded March 3, 1994 with the transmission to the school board of a report recommending the continued functioning of the Central Coordinating Council to provide leadership and resources for the Partnership, Implementation Teams charged on developing responses to school reform, and timelines by which time key events would occur. In between these two dates, all the main constituent groups, including school administrators, teachers, and members of the business community, met together to develop the overall plan for implementing education reform in David Douglas School District on an accelerated timeline with the assistance of the Oregon Business Council.

Perhaps the key event in this process was a day-long retreat on November 23, 1993 at Tektronix, at which time the action teams were organized and given their charge, and the Central Coordinating Council was selected. The Action Teams conducted research and analysis and solicited additional staff input in developing their draft reports. The Central Coordinating Council received reports from teams and gave feedback to the teams on their progress. Action teams included representatives from the business community, as did the implementation teams established subsequently. Most business involvement was centered on activities related to the Certificates of Initial and Advanced Mastery.

Respondents suggested that the OBC played a key role in moving the school forward on the CAM much more rapidly and in a more focused fashion than it might have without such involvement. At the same time, some teachers noted problems in the working relationships between individuals at OBC and at the school, as well as a concern that business might not always have been sensitive to the constraints school people face, particularly on their time.

- OBC has not played much of a role in CIM other than providing guest speakers, company tours, etc. But quite involved with CAMs, specifically identifying outcomes for students, outlining curriculum, and defining worksite experience.
- Not enough pre-planning. Went too fast at beginning and consequently it continues to change almost weekly. It is frustrating for staff members who have difficulty with change.
- CIM planning was fairly good. Lots of people involved. CAM planning was poor. Some people were carving out things for their own benefit. Decision making process is not good

- CAM: At one point OBC was running the show with no thought or concern of the day to day operation of the program
- Input from business was insightful. It helped us in planning to have an outside opinion
- The process was painfully drawn out, but in retrospect seems valuable. I don't know how it would have been possible had we not had the luxury of the regularly scheduled late arrival of students. It was valuable to have the input from OBC people. At times it seemed as if such a cross-section of teachers (for example: English, social studies in the Natural Resources and Health Services CAM) was not necessary; the people with the background and the most at stake should be the ones designing them.

  Had the OBC not been involved I think the process would have been much slower. I felt a pressure within my CAM to produce for them. In some instances, certain personalities of OBC people made it difficult to work. Some (or maybe just one) of them seemed to have already determined what should happen and pushed relentlessly to that goal. It almost seemed as if producing something and rather quickly was more important than producing what was workable for teachers and students.
- I am not really sure. But I have a feeling that their involvement has had a great impact on the CIM/CAM at David Douglas.
- There is no CIM course. CAM courses were developed in team fashion, but it would have been nice to see more interaction between CAM teams. This was difficult to do because of time constraints.
- Yes, business partnerships and cooperation have increased greatly over the past 2 years with positive results.
- CIM and CAM courses are somewhat rushed. Being out on the edge you learn from mistakes instead of waiting for someone else to make them. Not all classes fully developed before they went on line. Lots of trial and error.
- The OBC has been an invaluable asset thus far in the development of the CIM and CAM. (Provided essential links to business)
- Involvement of OBC partners in planning CAMs was excellent. A real strength. CIM has been harder to plan because state has redesigned their vision.
- Willingness of business people to participate on design teams was essential. Now - when they come into classes and work with kids at their own businesses, the connection has real meaning.
- Teachers were not used enough in developing the proficiencies. The courses were just juggled around to fit with the CIM portion. CAM development was excellent. Teachers were entirely used.
- Only the CAM teachers are affected.
- An interactive relationship in planning between business and school personnel. A clearer mutual understanding of the unique needs of each group and now they can support each other while remaining autonomous in nature.
- OBC contributed an assistant for our CAM to help with minutes, typing, etc. They also were a driving force to get the project done on time and well. They gave us validity with businesses.
- I believe that the OBC's involvement is the reason we were able to develop such a great plan.
- Successful - CAM Design teams - experts from varying disciplines in education and business developing coursework and criteria on tight timeline to implement CAM/All time and talent, not dollars

BEST COPY AVAILABLE

Less successful - School to work activities grades 10 & 12 - limited opportunities for job shadow and work experiences offered by OBC companies.

- Accelerated timeline forced educators and business people to stay focused and produce coursework/criteria. Without deadline, it might have been too easy to "do it later."
- The OBC was an invaluable piece of this process. Without them, I'm not sure where we would be. They set up/arranged our business partners who have been critical in the development of this program!
- Initial input from businesses was terrific. Real world concepts and processes were brought into curriculum development. Meeting times were the biggest limitation. Many business partners couldn't consistently attend the meetings.

Section IV: Structural Changes

The district and the high school instituted a number of structural changes as a result of the partnership's goal to implement school reform on an accelerated schedule. Most important of these were ad hoc structures created to direct the planning and implementation process this effort required. The Central Coordinating Council is the most prominent example. The various CAM planning teams at the high schools are another example of an ad hoc structure that had not existed previously. These structures involved non-educators, parents, patrons, and members of the business community, in the design process.

Within the district itself few examples of structural changes that can be traced to educational reform implementation can be found. The high school did create a new position entitled School-to-Work Coordinator, and, later for another positions entitled School Improvement Coordinator. One central office person allocated a substantial amount of time to the effort. The organizational structure within the district and schools remained relatively stable. It is worth noting that site councils were implemented on an accelerated timeline. Their functions varied considerably from school to school, and, in any event, all schools in the state were required to have councils by September, 1995.

The high school did seem to experience some confusion and tension at times regarding the responsibilities and authority allotted to various groups. At times this resulted in a slowing of the development process as recommendations had to be reviewed by the ad hoc planning groups and the traditional governance structures. No systematic review of organizational structure was undertaken, nor was such a task mandated by school reform legislation or the terms of the partnership. Nonetheless, the "layering on" of structures and groups increased the complexity of the planning, design, and implementation processes.

Section V: Possible Benchmarks for Determining Continued Progress in David Douglas

For school reform to succeed, its effects must be measured. These effects should be considered against desired states of performance that may derive from a consideration of current levels of functioning or from newly-articulated goals. Benchmarks may take many different forms. The following list serves to illustrate possibilities. Not all these benchmarks would be adopted or monitored; however, some subset of these or others of a similar nature are necessary to ascertain ongoing progress and effects of school reform.

Possible Benchmarks:

Implementation benchmarks:

- Continuation of activities listed in Section II
- Teacher training activities conducted related to CIM, CAM
- Continued meetings of CAM planning teams
- Creation of CAM II classes
- Number of visits to businesses by students
- Joint activities or planning with social service agencies
- Technology installed
- Students participating in CIM programs
- Students participating in CAM programs
- Instructional alternatives offered

Perception benchmarks:

- Teacher surveys (by grade level, by school)
  - Determine perceptions of implementation, of effects
- Parent surveys
  - Satisfaction, understanding, participation
- Student surveys
  - Changes in study habits
  - Changes in employment patterns (dead-end vs. career-related work), number of hours worked
  - Aspirations and plans
  - Perceptions of choice programs
  - Special need students perceptions of supplemental learning experiences
- Site council perceptions
  - Perceptions of reform and of OBC-David Douglas Partnership
- Business partners surveys
  - Anecdotal information on new hires, data from businesses participating in STW programs, business people working with high schools

- Perceptions OBC companies have of the utility of the partnership with David Douglas and its success
- Educator perceptions
  - Perceptions of educators from schools and school districts of the use of David Douglas as a model
  - Perceptions of educators at other model reform sites of the use of David Douglas as a source that influences their efforts

Performance benchmarks:

- Students receiving CIMs
  - Students exceeding proficient level
- Students receiving CAMs
  - Students receiving endorsements
- Nationally-normed tests geared to work-based proficiencies such as ACT's Work Keys
  - Multi-age classrooms vs. graded
- State assessments (writing, math, others as they come on line)
  - Multi-age classrooms vs. graded
  - At risk students and other special needs students
  - CAM students
- Performance on PASS proficiencies by CAM students
- Additional specific assessments
  - SAT II (subject area tests), ACT Portfolio Analysis product
  - CAM portfolios or projects scored with community involvement
- Disaggregated attendance data (by income, ethnicity, age, courses)
  - Where are absences (which courses, which age levels)
  - Attendance in CAM courses
- Disaggregated dropout data (by income, ethnicity, age)
  - Ninth grade is the year with the largest dropout rate currently. CAMs don't kick in until junior year. CIMs will be influential with ninth graders
- Graduate performance
  - Community college programs selected
  - College acceptance
  - Companies hiring
- Composition of site councils
  - Mix of educators, parents, and business people
- Decision making responsibility of site councils
  - Types of decisions made by councils, likely effects on student achievement
  - Linkages to work world suggested by site council
- Teen pregnancy rate

- Follow-up on participants in teen parenting program for incidences of child abuse, employment and education history, economic status
- School/program choice
  - Number of students choosing schools outside their normal attendance area
  - Number of students enrolling in programs that offer a choice or alternative to regular program
- Success of Instructional Alternatives offerings
  - Attendance, graduation rate, number reaching CIM proficient levels

Section VI: General Findings

- The district has moved forward in good faith toward achieving all of the objectives to which it agreed upon the inception of the partnership.
- At this early date there is no consistent evidence of improvements in student achievement as measured by standardized tests. However, it is important to note that there are no mechanisms in place to ascertain changes in learning of the type promoted by school reform activities either.
- The district has numerous programs in the planning stage or at the point of early implementation, making it difficult to isolate the effects of any particular aspect of reform at this point.
- The scope of the activity and the breadth of changes being designed or implemented in the district are extensive when compared to the current efforts of comparable public school districts.
- The high school has received significant recognition for its efforts, including a national designation as one of ten "New American High Schools." This award indicates the effectiveness the partnership's development activities in combination with the high school's existing efforts have had in creating a new design for secondary education.
- Many specific activities, such as visits to businesses or student projects that involve members of the business community, have been highly successful. At the present, the more intensive activities, such as student projects supervised by business people, are reaching only a small number of students, while less intensive experiences, such as site visits, are involving many more students.
- Attendance has improved, but this is attributed by teachers more to new policies and administration than to new programs. However, some improvement is attributed to more interesting curriculum, particularly CAM classes.
- Many teachers discern changes in student attitudes, with more attention by students to meeting standards (C level work).
- Teachers see some evidence that students are becoming more goal-oriented and thinking more about their future plans. A broader range of students (beyond college-bound) are thinking about what they will do after high school.
- Students are giving more thought to planning for the future, but are yet to act on this planning or move toward planned goals. In part this is due to the lack of clear connections between the high school, the community college degree programs, and employee training programs. There is evidence that specific courses, such as PACE (Personal finance And Career Education) are helping students to plan better, and that, over time, students will carry forward these attitudes and skills into their CAM programs.
- Students are aware of the changes occurring in their school. Some complain, some are confused. Incoming freshmen have an easier time adjusting to the changes than juniors and seniors.

- Many but by no means all teachers indicate they are changing some of the ways they teach. In general, they are involving students more actively in learning, using different types of assessment including scoring guides, developing new curriculum, reviewing current curriculum to determine what is most important to teach.
- Many teachers indicate they are setting, raising, or enforcing standards to a greater degree.
- Some adaptation of the instructional program to CIM requirements has begun (e.g, support for students who don't reach CIM levels initially, more consistent expectations for "CIM-level" work).
- A number of respondents express frustration with lack of consistent direction from "the state," meaning the Department of Education primarily and the Legislature to a lesser degree.
- Curriculum changes have been in the direction of adding depth to the study of content, rather than covering more material. Some early indication of more interdisciplinary curriculum is also present.
- Teamwork has increased among students (assignments) and staff (planning, but not teaching).
- Students are becoming more involved in their work, taking more ownership. There are some early indications that the quality of student work is improving.
- A number of respondents express concern that at least some of their colleagues have a "this too shall pass" view of reform efforts at the school
- More improvement is seen in "average" to "above average" students; concerns that lower achievers are not responding in proportion to other students.
- Administration is perceived as supportive.
- The structure of the school has changed in many ways, such as longer class periods, but the basic organizational design still reflects a maintenance orientation. In other words, the structure of the school is not yet organized to facilitate or accelerate change and adaptation. That as much change is taking place is a testimony to the persistence and hard work of many people, not of an organizational structure attuned to the needs of the change process.
- Members of the business community expressed frustration with these structural impediments and on occasion had difficulty differentiating between structural barriers to change and the behaviors of individuals who may have appeared as change blockers. These differing perceptions and "world views" led to tension and posed the most serious threat to the partnership.
- Members of the school community are just beginning to develop an "open systems" perspective where they see the need and value of both extending the instructional program broadly beyond the walls of the classroom and of simultaneously accepting the legitimate role those outside the school who

have become partners in the educational process have in shaping the school's program.

- Changes have not affected the core of the school. In other words, core academic classes proceed pretty much as they always have in terms of the topics covered and teaching techniques utilized.
- CIM and CAM are perceived as classes rather than school-wide initiatives.
- Many new things have occurred in addition to and simultaneous with CIM and CAM making it hard to ascertain the effect of any particular change in isolation from all others. (School has increased attendance monitoring and required all students to get Cs to receive credit for courses, for example. These affect success of school reform activities, but are not a direct requirement of reform law).
- Staff perceive the changes as generally positive, but there is not necessarily consensus on this. It should also be noted that some staff are not particularly involved or affected by reforms, so their support may be more in principle than in practice.
- The process of school reform generally and CIM and CAM development specifically was viewed as exhausting and too fast.
- OBC involvement was generally viewed as positive, but concerns were raised about the sensitivity of business to the unique issues and responsibilities of school, and the challenges schools face when trying to change quickly.
- OBC involvement was generally understood to comprise planning CAM classes and offering specific opportunities in work world (internships, visitations, etc.). Some concern expressed about OBC's "staying power."
- There seems to be a distinction between "school reform" courses and activities and the college preparatory program. Students may not perceive a linkage between the two. Teachers may not as well. Staff is just beginning to examine the relationship between PASS proficiencies and CAM activities.
- Several respondents mentioned students moving to other schools they perceived as being less demanding.
- Teacher who work with college-bound see few changes in their plans or propensity to plan; those who work with more "general education" students see increased awareness by students of work world, but not concrete planning to achieve goals.
- Reform is not yet institutionalized at David Douglas. Early design and prototyping work is completed, and some institutional momentum has been created, but skeptics exist and without sustained effort, reform activities will likely either become marginalized on the fringes of the "regular" program, or disappear over time.
- While students are interacting with the external world more, and OBC involvement increased teacher interaction with business community, the school is still relatively isolated from the world surrounding it. The activities that take students into the community are perceived as extensions or

additions. The educational program has not yet been refocused around sustained, open interactions with the community, as a source of learning experiences and as a partner in education. First steps have been promising, but teachers still attend to the daily issues of managing students and organizing learning within classrooms. The CAM programs are a fledgling first step in opening up relationships between school and community. Linkages with community colleges, for example, seem weak. Connections with employers, OBC or otherwise, are just developing and do not yet lead to employment or training very consistently.

- Low achievers continue to have problems with attendance, participation, commitment. These students will likely have to be addressed somewhat separately even after general design for reform is implemented.
- The next stage of development (CAM II) needs to link into the broader curriculum. It also needs support involving the business community in its development and implementation.
- Time continues to be identified as a key in the success of reform. Adequate time was mentioned as important to development work to date, and the need for additional time was cited as key to achieving activities that are projected and are being counted on to make programs work, such as curriculum development, interdisciplinary assignments and projects, culminating senior project or experience, CAM II, community college linkages. Reform is viewed as "in progress," not as completed.

Section VII: Lessons Learned

Pat Stone, evaluator for the Bank of America, conducted a series of focus groups with educators and business people who had participated in the Partnership. Her findings, conclusions and recommendations can be summarized as follows:

Pat Stone's Three Key Findings

Both education and business participants anticipated that the "work" that they would do together would be "one-time and short term" at the least. At the most, some believed that the work could be completed at 2 or 3 year intervals and that eventually any need for collaboration would disappear. These opinions were based on the ways the old system worked and the traditional roles of business and education.

Experience with this new kind of collaborative work created confusion, disappointment and frustration on some days and excitement, understanding and success on other days. However, when asked about how to sustain the development of all parts of the implementation, there was overwhelming agreement for the continuation and institutionalization of these collaborative relationships from the participants. Educators, administrators, parents, staff and business representatives know there is more work and hard work ahead, but they are not sure how to create and sustain the new system. Most expressed that the new system needs continued support from all the partners.

Overlap in responsibility for a quality program and the understanding of the roles each plays in the definition and implementation of workplace preparation requires new decision making mechanisms, work plans that institutionalize the roles, and clear commitments on the part of education and business for long-term programs that continue to prepare students for the evolving nature of work.

David Douglas and the Oregon Business Council have a unique opportunity to continue to define the emerging roles of business, community and educators building on the goals that were set and the lessons learned over the last three years.

Some of the participants interviewed were skeptical of the future of the project for several reasons:

- How in the current political environment with changing views of the nature
- and goals of public education can we maintain a focus and commitment?
- How long will the business community continue to participate?
- How will David Douglas scale-up the vision and implementation?
- How will the work get done?

Not one of the people interviewed - parent, staff, educators or business - were ready to "give up". Most of the concerns were prefaced with the question of "how" to accomplish the mission not "if" it should be continued.

The following discussion suggests three key components to the collaboration.

1. This "new work" is not simply advisory.

Typically, the role of business is viewed as advisory. However, David Douglas CAM Teams found that each stakeholder in the quality of the program brings experience and knowledge to the design and implementation which has not been utilized in quite the same way before. What emerged from the design teams was a new understanding about a new kind of working relationship and a new kind of work product that is both long term and continuous. Neither educators nor business representatives realized that the new Oregon school-to-work system would require the knowledge and background of educators and business designing the educational environment, curriculum and experience together in the integrated way in which it happened. Nor were they prepared for the changes it would require of each professional and of both communities.

Every design team had both business and education members that came to this realization and asked that the Design Teams continue working together, that the roles be defined more clearly, and that the district create a system that supports the contiguous nature of the new work.

Barriers to the new system becoming institutionalized were few but significant. "Time" was viewed as a major contributing factor to CAM success. Teachers and business were frustrated with "time" constraints although for different reasons. Teachers were very appreciative of the additional professional time given to the teams for development work. Business wanted clear outcomes for participation that allowed their limited time to be maximized.

2. This "new work" requires new governance mechanisms and guidelines.

CAM Teams "worked" according to almost every measure used to evaluate. The Teams created curriculum, brought business into the classroom, and created work-based experience for students. The bigger question raised by participants is: "How will the district support the new system while elements of the old system remain in place?" CAM Teams are a piece of that new system that everyone agreed must continue in order for the CAMs to survive and reach their potential for each student. CAM Team member roles and outcomes were also seen as barriers for each team. While some teams are still working on the guidelines for their collaboration, others have worked through to commitment on a work plan that all stakeholders agreed on. Education and business cultures strengthened the CAM when the value differences were identified and used to create new goals. Others viewed the different cultures as significant barriers to overcome in order to implement successfully. The CAM Coordinating Council

was identified as essential for system coordination. What else must be considered by the stake holders in the development of the new system?

3. This "new work" requires new definitions of curriculum and instruction.

Teachers and business partners found curriculum and instruction had to be designed collaboratively rather than in the traditional way where products are developed in isolation then "handed off'. This method has been used by both business and education; e.g., a business may create an educational packet that talks about how to use a product or how a product is manufactured and then market the packet for teachers, educators may create a curriculum unit, define a task for business, and then search for a business to complete the task.

At David Douglas, teachers and business partners - used to working in different physical locations on distinct and separate pieces of the traditional system - suddenly found themselves crossing the lines between school and work - not just the physical boundaries, but the role and responsibility boundaries. Each stakeholder was seen as contributing strengths and knowledge that are critical to the student's success in the CAM. Therefore, the way in which the curriculum was designed was completely different than business and education were used to.

Academic and vocational categories blurred and everyone was asked to think about knowledge, information and skill development in different ways. Teachers who visited the worksite gained insight from the visits and the interaction with the businesses. One strong observation was that they are not prepared to teach the "work of the workplace". Teachers were also concerned that readiness for the workplace will not encompass the full range of academic work each student must know to pass the CIM.

Even instructional techniques were different. Teachers know how and what to teach in the academic environment and business knows how and what to teach in the business environment. The new task is to understand how to integrate the curriculum and the instruction for both environments which CAM teams were able to begin in a variety of ways.

Additional lessons learned:

1. The business community can have a powerful effect on the pace of curricular redesign in a high school when it focuses its efforts on the school through direct involvement in the planning and development process.
2. Schools change at a pace far slower than business is generally willing to tolerate. The danger is that business loses interest (or patience) before schools institutionalize changes.
3. Conversely, business people have a difficult time sustaining the commitment of time and effort necessary for the type of large-scale program redesign schools must accomplish to respond to the challenge of educational reform.

Their other interests and obligations often prevent them from sustaining their involvement over an extended period of time. School people often interpret this as lack of support. Schools require sustained support over time for change to become institutionalized.

4. In addition to speeding the pace of reform, business people and educators can have a dramatic effect on student interest in learning can create situations where student learning increases substantially. In particular, projects that result in a product of some sort and draw upon the type of expertise present in a partner company allow a clear focus and demonstrable outcome. The logistics can be managed better and the project can be planned with greater certainty when focus and product emphasis exists.
5. Misunderstandings can occur easily, even among well-intentioned people given the differences in the cultures of schools and businesses and the subsequent world views of school people and business people. Clear, open two-way communication channels must be established before the fact and kept intact throughout the process. Personality clashes should be acknowledged as a natural dimension of the development process, identified if and when they occur, and resolved in a business-like fashion.
6. Any partnership should begin with a mutually-developed comprehensive plan that outlines key goals and objectives, timelines, measures of success, and human and material resources to be committed by each partner. This long-range plan can help surface potential misunderstandings.
7. Partnerships will be more effective in schools that have already begun to redesign their programs and that see the partnership as one more tool toward achieving their goals, not as the totality of their reform efforts.
8. Involvement by the business community in educational reform lends legitimacy to the effort and increases the potential for public recognition and acceptance even as it concerns some educators and parents that education may be reshaped to serve the needs of business. The number who express such concerns seem to be smaller when business people and educators work together in an open and public design process before making program changes.

Section VIII: Next Steps for the OBC-David Douglas Model District Partnership

1. Create a means to recognize publicly the district's overall accomplishments in moving successfully to implement school reform rapidly and systemwide.
2. Assist the David Douglas School District in identifying and monitoring key benchmarks that indicate the success of school reform in the district. These benchmarks will track the performance of David Douglas graduates, and monitor the process of implementing reform.
3. Convene a meeting of the key members in the partnership to delineate the scope and focus of OBC's continuing support and of David Douglas' commitments to implementing school reform and serving as a statewide model. Establish clear mutual expectations based not on previous statements but on future needs.
4. At the least, commit to continued collaborative development and implementation of CAM strands so that six strands are in place and functioning as soon as is practicable.
5. Determine the support from OBC necessary to maintain existing CAMs and those planned to come on-line in school year 1996-97.
6. Be prepared to acknowledge the differences in perceptions and cultures that exist between business partners and educators. Consider strategies to facilitate open communication between those who commit to continuing the partnership in order to minimize misperceptions and misunderstandings.
7. In general, move toward making the partnership "low maintenance" by creating procedures and communication channels that reduce the amount of energy needed to sustain key partnership activities.
8. Formalize the existing process used by David Douglas to make requests to OBC for further business involvement, thereby clarifying OBC's role as a "clearinghouse" point of contact.
9. Undertake pilot efforts to have employers give preference for hiring or higher starting salary to students with CIMs and/or CAMs from David Douglas.
10. Catalog opportunities local OBC employers have for David Douglas teachers to pursue summer internships; encourage OBC businesses to offer opportunities aimed at "core academic" teachers, then involve more such teachers in internships.
11. Link CIM and CAM programs, standards, and assessments effectively within the high school.
12. Develop a plan to integrate CIM, CAM, and PASS (college admission) standards, particularly in CAM strands.

13. Continue its partnership with the David Douglas School District until such time as the key elements of school reform are institutionalized successfully.
14. Support the dissemination of the David Douglas CAM model throughout Oregon through a video that captures examples of student CAM projects done jointly with business, written material, and regional presentations.
15. Develop model documents to assist companies and districts to do the kinds of things listed above. Such documents might include:
    - Mutual expectations "contract" model document.
    - Examples and descriptions of work-based learning experiences that have been offered successfully by area companies.
    - Handbook for "Understanding Your Local School District and Promoting Change for Educational Reform" that outlines the differences in governance structure, goals, etc., between businesses and schools and outlines how to approach local schools to develop partnership relationships. This document should also overview the change process as it operates in educational settings.
    - Handbook for "How Your Local Business Can Help You Pursue Educational Reform" that outlines for educators the differences between schools and businesses in their governance, management structures, and cultures, and outlines how to approach local businesses to develop partnership relationships and how to keep partnerships focused on specific performance-based programs, such as CAMs.

Section IX: CAM Cookbook

The contents of this section are intended to serve as a general outline that would be disseminated throughout the state to encourage development of the Certificate of Advanced Mastery. The following steps apply to business and education partners who want to work together to develop CAM programs at a local high school or school district. These can be thought of as the "ingredients," techniques, processes for the successful development of CAM programs where two conditions exist: 1) the high school is ready to undertake large-scale educational redesign; and, 2) the business community is an active and enthusiastic partner in the development process from the very beginning. This section in combination with the contents of Appendix A (Essential Elements of the CAM) and Appendix B (CAM Design Team Reports) offer school districts a model for developing CAM programs of their own.

1. Begin with broad agreements between both sectors on overall goals, roles, responsibilities, and commitments, of each sector, and the planning process to be employed. Make it clear what is being asked of business and what the school is willing to do to make the CAM successful.
2. Create a development team that includes a range of teachers, particularly teachers from core academic areas who may not have previous contact with CAM-type learning experiences. Include, if possible at least some business people with knowledge of the educational system (former teachers, school board members, or parents who have been very active in school).
3. Take some time up front to understand each other's world view and to appreciate the challenges each deals with daily. Don't get stalled on the differences between schools and businesses, but don't overlook the real differences, particularly in their cultures and the conceptions of acceptable rates of change.
4. Establish clear timelines for developing CAM "pathways." Make sure adequate resources are available for program planning and curriculum development work. Resources include staff time (both for coordinators and developers, and general faculty training), examples of model CAM programs or other career development approaches, and some money for stipends for curriculum and assessment development.
5. Have a definition of what a CAM program is, its "critical attributes," to ensure that these are addressed in the design process. See Appendix A for an example of such a list.
6. Determine the school's capacity for development work. Make sure the school is not overloaded with projects currently, or that the teachers who are involved are not radically overcommitted. Stagger development of pathways, having one as the "pathfinder" project that other CAM pathways follow.

7. Begin to inform the community of the CAM planning process. Joint business-educator presentations can be a powerful tool. Be prepared to listen to parental concerns and to respond to them.
8. Make sure that administrator and teacher support is adequate to make the changes necessary to allow the types of learning required for the CAM. These types of learning may include off-campus experiences, interdisciplinary learning, projects that require larger blocks of time, and student products that are judged publicly. Administrator support includes communicating about the project to the Board of Education, securing resources necessary for startup activities, allowing schools to find the time to plan, and making sure a "fast track" review and approval process is in place to ensure that new courses, programs, and learning experiences are put into practice rapidly.
9. Link the planning team to other governance groups in the school and district and key individual in participating businesses (site council, administration, school board, department chairs, management teams).
10. Establish the legitimacy and formal authority of the planning team relative to other governance groups. The planning team cannot be solely advisory; it must have the authority to make decisions and allocate resources. These decisions may be subject to review by other governance groups.
11. Review the state standards for the CIM, CAM, and PASS. Make sure any CAM helps students to become proficient in these standards through their CAM studies.
12. Identify any industry standards that may be relevant.
13. Using these standards, determine the key skills and standards students will master in the CAM before developing the learning experiences that enable them to do so.
14. Keep in mind that it will be difficult to hold students to high standards in only one program (the CAM) if they can "get by" in the rest of the high school with a D- average. Consider higher expectations school-wide as a way to make the higher requirements of the CAM acceptable.
15. Design the CAM assessments that will determine student skills while the learning experiences are being designed instead of waiting until the they are all developed.
16. Develop an evaluation plan to determine the effectiveness of the CAM. Include benchmarks that track student learning and performance, both in school and after graduation, as well as into the workplace.
17. When identifying the learning experiences that will comprise the CAM, do not simply re-label or regroup existing classes exclusively, although some classes may be included in their current form or with some modification.
18. Identify any new courses that will be developed. Whenever possible, make sure students are acquiring skills necessary to meet required state standards in these classes. Look for opportunities for interdisciplinary

teaming, particularly between "professional-technical" teachers and "core academic" teachers.

19. Determine if some skills can be obtained outside of class via experiences or projects undertaken in settings other than the school.
20. Invite representatives from local community and four-year colleges to review the team's work to ensure each CAM links directly with some postsecondary programs in community colleges and four-year institutions. No CAM should be a stand-alone or dead-end program.
21. Constantly identify the places where the existing structure of the school will impede the learning experiences necessary to achieve the CAM. Make sure that administrators are alerted to these potential obstacles and that plans are made to remove the obstacles in a timely fashion.
22. Review the CAM to ensure it is consistent with any CIM programs that may be developed or developing, and with any programs that help the school adapt to the PASS (college admission) requirements. Identify any points where the programs are potentially in conflict.
23. Anticipate changes that are time-sensitive, such as printing deadlines for course catalogs. Attend to these key dates, or make arrangements for alternatives so the planning process is not operating independent of the school's annual schedule. This will allow CAM courses to come on-line quicker.
24. Anticipate training and planning needs related to developing the curriculum and assessment tasks required for the CAM. Curriculum development teams, for example, will probably need to be working during the summer and being compensated for their work.
25. Identify who will teach in the CAM program and take steps to ensure that the CAM is not totally dependent on a particular individual. Similarly, make sure a business connection will not be lost if one person changes jobs within a company.
26. Carefully develop a continuum of work-related learning experiences that form a sequence of greater involvement in and understanding of the work world. Ensure students are ready to move to each new level, thereby minimizing bad experiences for students and/or employers.
27. Make sure all logistical and legal issues are resolved before students begin work-based experiences. Several school districts have already developed manuals that outline the necessary steps to be taken to deal with insurance, workman's comp., and school law-related issues.
28. Review the proposed CAM to determine if it is likely to attract student interest through contextual, or applied, learning experiences, authentic assessments, challenging standards, quality interactions with a range of adults, and a clear linkage to future learning and employment opportunities.

29. Analyze the human resource requirements for businesses to sponsor their portion of the CAM learning experiences. Identify the key contact person within the business. Make sure the company's key executives approve the specific involvement they are agreeing to undertake. Ensure key employees are available and that their supervisors have been alerted to this additional obligation their employee is assuming.
30. Provide orientation for students and parents before new CAM programs are put into place so they understand the expectations, responsibilities and requirements. CAMs will often require students to take more ownership for their learning, which will be new to some, and will offer more learning in context outside classrooms, a sometimes new notion for parents.
31. Create some incentive for students to participate in the CAM program. If the school cannot yet award the CAM, create some sort of "honor" to be added to the diploma and recognized publicly at graduation.
32. Use the products students create in CAMs to publicize the CAM to students and parents. Whenever possible, arrange for business people and students to be present when such products are displayed to explain how they were created and what was learned.
33. Examine the makeup of the students in each CAM. Avoid creating programs that become informal tracks composed of students from the same ethnic, social-economic, or gender group.
34. Gather structured feedback from students and business people each time a student group visits a business to determine the effectiveness of the visit and any unforeseen problems. Avoid misunderstandings before they develop.
35. Create adequate written materials at each step in the development process to inform students, parents, and faculty of the program's progress and requirements. Hold "open houses" perhaps at a local business that participates in the CAM to help community members and students understand the program better and become excited about it.
36. Work to "institutionalize" the CAM so that it is an integral part of the school program and will not be "reabsorbed" into the school when the original developmental team disbands.
37. Develop ways to acknowledge and celebrate achievements and to share such information with the public.
38. Revisit and renew the basic plan and premises of the partnership on a periodic basis, refining and clarifying expectations and goals, and celebrating achievements.

Appendix A: Critical Elements of the CAM

STRUCTURE OF THE CAM:

- CAM "core" that spans CAMs and links with community college programs and higher education admission standards.
- Endorsement-specific standards that draw upon industry skill standards where appropriate.
- Ability of students to meet CAM "core" standard more than one way, depending on student's goals and aspirations for the CAM and after the CAM.
- Assessment that captures authentic aspects of contextual learning.
- Multi-year portfolio spanning CIM core into CAM core, then into endorsement that includes work samples employers agree are important.
- Personal transition plan that student develops both to guide their cognitive development and to make the multiple life and role transitions they must confront soon .
- Endorsement-specific electives and endorsement-group electives.
- Clear criteria for being awarded the CAM.
- Learning experiences that incorporate contextual learning.
- Work-based learning requirements.

ENABLING FACTORS:

- Flexible blocks of time, including ability for students to work semi-independently and independently on-campus, as well as ability for students to leave campus for CAM activities.
- "Menu" of progressively more authentic and comprehensive work-based learning activities for students.
- Individual with responsibility for organizing work-based learning experiences and company visitations.
- Appropriate range of school-to-work activities from visitations to internships.
- Adequate locations for school-to-work activities- enough variety to enable students to make choices matched with their interests or curiosity.
- Adequate time for teachers to develop appropriate units to support CAM goals
- Standards that can be used to score assessments

Appendix B: Certificate of Advanced Mastery Design Team Reports

Appendix C: Original Terms of OBC-David Douglas Partnership

This appendix contains the text of the original proposal for the OBC-David Douglas Partnership, which serves as the basis for determining the success of the Partnership. This document was produced in August, 1993. The Partnership was formally initiated in September, 1993.

The proposal presented here is to establish a formal relationship between the Oregon Business Council and a school district committed to full and immediate implementation of all aspects of H.B. 3565. The Oregon Business Council and its members would pledge to provide technical and political support, but no direct fiscal assistance, to this district. The district would agree to develop a comprehensive plan for implementing H.B. 3565, and utilize the support of OBC and its member companies as one dimension of this plan.

The model school district project is designed to serve as a strategic link between the business community and educational reform. It serves to move discussions of reform from the abstract to the concrete.

The implementation of H.B. 3565 will be drawn out over an extended period of time, with few visible events occurring before 1996 or 1997. Most school districts are taking a "wait-and-see" approach. This is particularly true in the face of Measure 5 implementation, which has caused districts to make substantive budget cuts. Those that are moving are adopting a piece-meal strategy; they are developing responses to one or another of the Act's provisions. Few districts are developing an integrated, systems-level implementation strategy and plan. The Department of Education is advising school districts to wait until the Department concludes its definitional work and until its demonstration projects have yielded results before they proceed. This will take anywhere from one to two more years.

Educators tend to look for models or examples to demonstrate both the feasibility of a concept or program, and for specific lessons they can learn and ideas they can adopt. The implementation of H.B. 3565 could be greatly enhanced if one district were to develop a comprehensive strategy for implementation of all of the Act's relevant provisions, and if it were then to proceed to use system-level responses to bring about this comprehensive implementation. This project helps establish the model to which other school districts may look, and from which they may learn.

How OBC would facilitate this project:

1. Provide overall sponsorship of such a project to find one school district willing to engage in a complete implementation of H.B. 3565.
2. Develop a set of specifications to which a district would agree.

3. Serve as a liaison between the district and companies that wish to be involved in this project in any of a number of ways to be defined by the OBC.
4. Provide other technical assistance as appropriate and within the financial constraints of the OBC. Such assistance might include help in the following areas:
    - planning for change.
    - designing training programs and strategies.
    - organizing high-performing work teams.
    - adapting to limited or declining resources.
    - communicating effectively with the public (techniques and graphics).
    - enhancing management training.
    - developing inter-organizational partnerships and alliances.
5. Help the school district secure adequate funding from private foundations and other sources with interests in this area.
6. Publicize the results of this project broadly.

What the Oregon Business Council might gain from this venture:

1. The business community demonstrates its support of and commitment to educational reform and H.B. 3565 in a concrete fashion.
2. Momentum for reform is maintained in the face of Measure 5 implementation.
3. Member companies become more aware of the general dimensions of school reform, and of the specific issues associated with its implementation.
4. The momentum for reform is maintained during difficult fiscal times.
5. Political support is provided for a district willing to take some risks to move aggressively to implement reform.
6. OBC companies will have a "living laboratory" where they will be able to learn a great deal about new relationships between education and business, particularly issues surrounding the school-to-work transition. These insights will likely result in model programs in areas related to the requirement that all students who receive the Certificate of Advanced Mastery (CAM) have experiences in the world of work.
7. The OBC Board of Directors will have the opportunity to receive regular updates on the progress of school reform, and will become more familiar with educational systems generally by having a "case study" district with they come to know well. This will enable them to compare performance in other

districts, and analyze school district arguments regarding school reform more effectively.

8. Member companies will be able to demonstrate that they have contributed to school reform, thereby deflecting the requests for support or involvement from myriad school districts they are likely to begin receiving during the next two years.

Why a district may want to participate:

1. Political support from OBC members may help if there is resistance to reform.
2. Support from business community provides credibility to reform efforts.
3. Districts are eager to build connections with business in anticipation of requirement to provide work-based experiences.
4. Districts are operating from very limited resource bases and will value any technical assistance they can get.
5. H.B. 3565 redefines the relationship between education and business. Many educators are aware of this shift and are ready to adapt practices accordingly.
6. The knowledge of foundations and other one-time funding sources that some OBC members have will be of interest to model district, particularly since many districts now have some sophistication writing grant proposals.

Criteria for district selection:

1. Leadership stability
2. Labor relations amenable to change
3. Per-pupil funding near the state average
4. Evidence of prior commitment to systematic school improvement
5. Evidence of current commitment to implement H.B. 3565
6. Committed superintendent and board of education
7. Presence of OBC member companies in the district; linkages between district and OBC member companies
8. Location near the Portland metro area
9. Manageable number of schools in the district
10. Economic, social, ethnic diversity of student population and general community
11. Willingness of district to consider OBC specifications as the framework for the relationship

Specifications to which a district would stipulate:

1. The district agrees to implement all sections of H.B. 3565 identified in the proposal by OBC within timelines to be established.
2. The district agrees to publicize this project broadly in the community and among teaching and classified staff, and to engage in appropriate readiness activities immediately upon approval to participate in the project.
3. The project will not proceed if there is not adequate support on the part of community and school staff.
4. Major decisions involving use of any foundation funds will be overseen by a review panel composed of OBC and local Board of Education representatives.
5. The district agrees to devote adequate resources of its own to this project, and not to use any externally-generated resources to supplant funds currently being expended by the district.

Sections of H.B. 3565 to be addressed in this project:

Section:	*Response:*
Section 2: Legislative declaration of beliefs regarding purposes of education. **Section 3:** Characteristics of a system of public education.	Review these sections, determine their congruence with current district goals and practices. Develop a mission statement which takes into consideration these two sections.
Section 4: State policy regarding parental and community participation in establishing goals and decision-making.	Develop formal procedures for getting parents' opinions on school goals. Develop procedures for supplying parents with information about achievement of school goals (See Sections 7-10). Contact local employers to solicit their support in providing workers flex time to be more involved in their children's education, or to help public schools.
Section 4a: Establishes principles for integrating the services children receive from all governmental agencies, including schools.	Contact local governmental and social agencies that provide services to youth. Develop a coordinated task force charged with creating interagency partnerships to integrate services to youth in ways that enable all students to succeed in school. Task force will develop plan for rapid and substantial integration of services to children focused on increasing their success in school, and on delivering services at the school site when appropriate. Examine Oregon Progress Board benchmarks that relate to children.

Section 8: Biennial self-evaluations of all schools and districts must be conducted. A cross-section of citizens must be involved in developing improvement goals. Goals must be available to the public. Extensive profiling must accompany this process.	Institute a self-evaluation process and a goal-setting process that involves community members. Develop reporting procedures that publicize goal attainment.
Section 10: Beginning Sept 30, 1992, requires issuance of the Oregon Report Card, which determines progress toward meeting goals and principles in Sections 2 & 3. The report will allow schools to determine the success of their program, to sustain successful reform efforts, and recognize progress and improvement. Information will include student achievement, student support services, school staff profile, budget information, graduate follow-up, examples of exemplary programs, other information obtained in Section 9.	Develop a district-level report card that contains all elements of the Oregon Report Card, and any other elements deemed valuable by the community.
Section 12: Identifies areas where state hopes for districts to experiment, through 2020 grant applications, or requests for waivers from current practice.	Review these suggested criteria for 2020 grant application, and consider their appropriateness as focal points for district- and school-level experimentation, with or without 2020 funds.
Section 17: Requires the State Board of Education to prepare a proposed set of guidelines and models for programs of school choice by July 1, 1992.	Investigate possible forms of in-district or in-school programs of choice.
Section 18, 18a, 18b, 19a: Establishes importance of early childhood education, including the intent to develop and fund such programs.	Develop linkages with local child care providers, Head Start, preschool programs, and parents with preschool age children. Develop coordination and support among these groups to help enhance the success of children when the enter school. Work with other community agencies to help ensure that there are adequate preschool opportunities for all children. Review primary program (grades K-3) practices to ensure they are developmentally appropriate.
Section 19f: Mandates the development of model programs for mixed-age classrooms.	Send teachers to mixed-age demonstration classrooms, and to schools with developmentally appropriate practices. Increase district knowledge on effective programs that employ developmentally appropriate practices. Identify one or more classrooms in the district that can begin implementing these techniques. Begin work on assessment strategies that provide useful information on young children.

Section 19g: Requires a report to the Legislature on ways in which middle level education should be be changed in response to changes occurring at other levels.	Convene a middle level task force to examine the implications for middle schools of H.B. 3565. Be certain to examine the potential effects of the Certificate of Initial Mastery (since it is likely students will need to master these outcomes by the end of middle school), and the Certificate of Advanced Mastery (since the six "broad occupational categories" suggest the format for middle level exploratory programs in the future).
Section 20: Defines the Certificate of Initial Mastery. Requires districts to develop programs by Jan. 1, 1995 that lead to such a certificate. These programs must include alternatives to traditional programs, as well as Alternative Learning Centers.	Use the State Department of Education's proposed outcomes as a starting point for discussion of what standards the district believes all students should master. Once standards are developed, convene cross-level teams to write or review benchmark performance levels for grades 3,5,8,10. Identify the core curriculum that needs to be developed to support achievement of these outcomes. Create opportunities for teachers to understand these outcomes and align their instruction with them.
Section 21: Requires state to develop tests for C.I.M. Requires school districts to provide additional services to students who are not making satisfactory progress toward a C.I.M., including alternative learning environments. Allows students to transfer to other schools or districts if they are not making satisfactory progress.	Move to an outcome-based system of instruction. Develop a wide range of learning environments for students. Greatly enhance the instructional repertoire of teachers. Develop assessment systems that provide reliable data on student progress toward achievement of CIM and CAM outcomes. Develop systems that catch student failure early on and provide a range of possible responses.
Sections 22, 23: Sets procedures for the development of new rules to encourage minors who have not earned their Certificate of Initial or Advanced Mastery to remain in school and not leave school to work.	Contact local employers to let them know your expectation and hopes for student employment. Make clear to them how you plan to provide them (along with parents and the minor) with opportunities to participate in the employment decision relating to any minor. Work to develop voluntary employment policies that support student attendance at and completion of school.
Section 24: Requires establishment of Learning Centers for students who leave school before attaining a C.I.M. Districts are required to assign their per pupil funding allocation for any such student to the Learning Center.	Make contact with the local community college to determine their plans for Alternative Learning Centers. Begin to develop plans and assign responsibility to identify students who have dropped out to encourage them to attend the Learning Center. Explore strategies for in-building models for Alternative Learning Centers.

Section 25: Establishes the Certificate of Advanced Mastery beginning school year 1997-1998. States that the C.A.M. strands must be designed to "facilitate the movement between the indorsements and (to) encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to a full range of educational experiences," and that the program leading to a C.A.M. must be designed such that it may lead "to a college preparatory or academic professional technical indorsement, or both." Allows the C.A.M. to be offered by any public educational institution and makes provisions for funding to follow the student.	Develop a task force to identify all the implications and possible changes needed to implement the Certificate of Advanced Mastery. Some of the issues include: developing a core curriculum that meets the needs of both the college-bound and the non college-bound; devising a variety of work-related experiences for students; providing students the option to be in one of six identifiable "broad occupational categories," and to be able to obtain either an academic professional technical endorsement, a college preparatory endorsement, or both.
Section 27: Requires school districts to institute programs leading to a C.A.M. beginning no later than September, 1997. States that such programs may take place in public schools, community colleges, public professional technical schools, or any combination thereof, and must involve at least 2 years of work and study. Students must demonstrate mastery through performance-based assessments, where possible, including work samples, tests, portfolios and other means. All courses must be open to all students.	Begin to think of the last two years of high school as a time for students to develop "Personal Transition Plans," rather than simply amassing credits. Develop and implement such a program. Utilize experiences from ODE demonstration sites to create CAM strands. Develop, with OBC assistance, various work-related learning experiences.
Section 28: Requires the Department of Education, Community Colleges, and the Oregon State System of Higher Education to develop comprehensive education and training programs for two- to five-year academic professional technical endorsements and associate degrees.	Work with community colleges, and four-year institutions of higher education to develop "seamless transition" strategies.
Section 34: Establishes site committees with responsibilities related to school goals, measures of effective teaching and learning, and allocation of grants for staff development. These committees must oversee the development and implementation of a plan to improve professional growth and career opportunities for the school's staff, to improve the school's instructional program, and to assure the implementation of the requirements of this Act.	Implement site councils at all school sites. Provide assistance and training to these councils to help them become functional entities that contribute actively to school improvement and are centrally involved in implementing H.B. 3565 at the school site.

Appendix D: Model District Goals and Outcomes

The grid on the following pages summarizes the progress David Douglas School District has made as reported by the district in responding to the terms of the partnership as outlined in the grid in Appendix B.

Appendix E: Review of School Improvement Accomplishments 1994-95 and Expectations 1995-96

The following four pages indicate the district's continuing commitment to sustain the partnership and school reform. It summarizes all activities conducted in the 1994-95 school year and lists those that were underway in the 1995-96 school year.

Appendix B: Certificate of Advanced Mastery Design Team Reports

OVERVIEW

In the fall of 1993, David Douglas High School and the Oregon Business Council joined in a partnership to design a high school program that would meet the expectations of the Oregon Education Act for the 21st Century and prepare students to be the best educated citizens in the nation by the year 2000. Their vision was a comprehensive Certificate of Advanced Mastery (CAM) Program that would allow students to obtain an endorsement in any of David Douglas' seven Constellations (broad career areas):

- ★ Arts and Communications
- ★ Business and Management
- ★ Health Sciences
- ★ Hospitality, Tourism and Recreation
- ★ Industrial and Engineering Systems
- ★ Natural Resources
- ★ Social and Human Services

To guide the effort, Design Teams were established in the seven Constellation or CAM endorsement areas. The Design Teams were co-chaired by a business representative and an education leader. The membership of each team included business representatives from a range of occupations in that endorsement area, David Douglas staff members from various disciplines and community college representatives, several of whom were serving on state standards projects. The teams met twice a month during the 1994-95 school year.

Certificate of Advanced Mastery Constellation Area	Business Chair(s)	Education Chair(s)
Arts & Communications	Judy Hughes PacifiCorp	Rick Zimmer -Theatre Jim Bridges - Administrator
Business & Management	Pete Gilmour Fred Meyer	Denise Lisac - Marketing
Health Sciences	Tim Borne, Kaiser Permanente Don Brown, Providence Health System	Joe Bushman - Health Sharon Webster - Health
Hospitality, Tourism & Recreation	Maggie Aldrich Red Lion Hotels & Inns	Debbie Page - Marketing
Industry & Engineering	Pete Capell Century West Engineering	Nancy Wunn - Electronics
Natural Resources	Greg Drais Bonneville Power Admin.	John Bier - Science
Social & Human Services	Roger Henderson Portland General Electric	Carol Michael - Counselor

A CAM Coordinating Council was established to coordinate the entire project. Chaired by Principal John Harrington, the Council was composed of the Design Team Co-chairs, Superintendent Tony Palermini, OBC Project Director Mimi Bushman and CAM Coordinator Kathy Lillis. Wally Pfeiffer, Fred Meyer Vice President, and Barbara Rommel, Director of Special Projects, assisted with the organization of Council activities. The Council met monthly to communicate the progress of each team, discuss issues of concern and make decisions related to the project.

The Design Teams concentrated their work during 1994-95 on accomplishing the following:

Mission: Following the established CAM model, the Design Team will work collaboratively to formulate a program of study and experience that will prepare students to demonstrate high standards of skill and knowledge related to a specific CAM endorsement.

Task:

- ✓ to develop visionary components of the specific CAM program following the established David Douglas CAM model:
  - individualized plan
  - coursework
  - career-based experiences
  - personal development
  - portfolio
- ✓ to designate appropriate specialty areas within each CAM endorsement
- ✓ to determine proficiencies for the general CAM endorsement
- ✓ to compose a final report that will allow work to be shared with others

As the project progressed, the CAM Coordinating Council developed guidelines applicable to all of the Certificate of Advanced Mastery programs:

General Guidelines for CAM Program Development

1. The knowledge and skills developed in the CAM courses will prepare students to succeed in a range of post-secondary opportunities: four-year college, two-year college, specialized training and/or workforce.
2. CAM I and CAM II courses will be required to earn a CAM endorsement. During grades 11 and 12, all students will be expected to participate in a CAM program unless special circumstances make enrollment inappropriate.
3. The CAM I and CAM II courses will provide exposure to the range of careers in the constellation. Career-based experiences will be included in the courses.
4. The Oregon CAM foundation and application outcomes will be used to provide a core of commonality among CAM programs at David Douglas High School.
5. A student may transfer from one CAM program to another with placement based on performance in transferable CAM foundation and application skills and CAM teacher approval. Additional work may be required of a student transferring to a new CAM program to enable the student to be successful in meeting the standards of that CAM endorsement. Some students may choose to continue their high school program an additional year to obtain a CAM endorsement.
6. Every student will be encouraged to earn a CAM endorsement, but a student may graduate without a CAM endorsement by meeting diploma requirements.

In summary: the David Douglas Certificate of Advanced Mastery will be awarded to students who have earned a Certificate of Initial Mastery and demonstrated proficiency in the general CAM foundation and application outcomes common to all areas. They will have also met specific requirements in their chosen CAM area aimed at qualifying them for employment, advanced training and/or college. Students will be able to show examples of their work that reflect the level of knowledge, skill and effort they have been able to achieve. An employer or admissions officer will be able to trust that a CAM endorsement from David Douglas High School means the applicant has the preparation needed for entry level success.

Reports: the Design Teams published reports at the conclusion of the 1994-95 school year that detailed CAM coursework in each of the seven Constellation areas. Those reports are summarized in this Executive Summary prepared by Jim Schoelkopf of the Industrial and Engineering Systems Design Team.

Additional copies of the Executive Summary or of the full reports are available by calling Mary Beth Stiner, CAM Coordinator, David Douglas School District, (503) 252-2900.

October, 1995

David Douglas/Oregon Business Council Model District Partnership
Executive Summary--CAM Design Team Report

ARTS and COMMUNICATIONS

Personal Development Plan

- ✓ listing of Arts and Communication career opportunities ranging from actor to writer with levels of post-secondary education and training needed.
- ✓ listing of activities and experiences (e.g. writing competitions, newspaper, musical groups, video production, theatre, speech/debate) both in and outside the school setting recommended for students in Arts and Communications.
- ✓ listing of specialty areas offered in Arts and Communications at David Douglas High School: theatre, graphics arts, public relations, music, writing, education, and studio arts.

Coursework

- ✓ two CAM courses have been designed for all Arts and Communications students
- ✓ listing of recommended, related Arts and Communications electives

★ Course I--Grade 11:

Expectations: Students will communicate a basic understanding of the following themes:

- focus
- development
- interest
- mode of communication
- intent

Career-based experiences: Experiences would include Arts and Communications related in-school enterprises and off-campus shadowing and work experiences in visual and performing arts, printing and publishing and media.

Project: Achievement will be demonstrated through multiple presentations on various aspects of Arts and Communications; potential research effort leading up to or part of a senior venture.

★ Course II--Grade 12: **Arts and Literature**

Expectations:

- students will communicate and understand ideas, conflicts, emotions and themes to interpret and gain insight into the rich and varied history of world literature.
- students will read, research, write and produce arts-based projects that demonstrate a deeper understanding of major literary works.
- students will do extensive writing, focusing on creative, technical, critical and resume formats as a means to express the artistic-self.

Career-based experiences: Experiences would include Arts and Communications related in-school enterprises such as "Marketable Art" which combines computer graphic arts and silk-screening to create a business venture of marketable art. Off-campus experiences could include playwriting with Portland Repertory Theatre and communication experiences in various video, graphic arts and public relations businesses. Local sites suggested for career-based experiences include the Gresham Outlook, Portland Center Stage, MHCC/Theatre Arts Department, Washington Park Zoo, Memorial Coliseum, Portland Art Museum, Northwest Film & Video Center and Oregon Ballet Theatre.

Final CAM Project: Students would successfully complete a Senior Venture to demonstrate skills and knowledge gained in the student's Arts and Communications area of interest.

Suggested Portfolio Entries

- listing of suggested items to be included within a Portfolio which demonstrate achievement of the Arts and Communications CAM expectations.
- "Senior Showcase"
  In addition to the Arts & Literature portfolio pieces, members of the Senior Showcase will include evidence of a detailed production book demonstrating play selection, casting, rehearsal schedule, movement, character and theme, budget, set design, technical requirements and floor plan, and three "authentic" evaluations by area theatre professionals. The Senior Showcase students will also complete a theatre resume, a "next step" plan, and video-taped demonstration of Senior Showcase performances and audition pieces.

Contact: Jim Bridges, David Douglas High School, (503) 252-2900

October, 1995

David Douglas/Oregon Business Council Model District Partnership

Executive Summary--CAM Design Team Report

BUSINESS and MANAGEMENT

Personal Development Plan

✓ listing of Business and Management career opportunities such as accountant, claims adjuster and receptionist with levels of post-secondary education needed ranging from six months additional training to four or more years of college.

Coursework

✓ two CAM courses have been designed for all Business and Management students
✓ listing of recommended, related Business and Management electives
✓ listing of suggested, elective coursework for personal enrichment opportunities

★ Course I--Grade 11 **Business and Management I**

Expectations: This course will provide opportunities for students to develop knowledge and skills necessary to understand the organizational structure of business. Students will be exposed to the fundamental concepts necessary to function effectively in a business environment as they study and operate in-school enterprises. Students will:

- analyze, interpret and communicate the application of economic principles
- perform standard business practices and procedures utilizing available technologies
- develop business career potential
- communicate effectively through the acquisition, organization and presentation of information in a business environment
- manage business records and documents efficiently manually and electronically
- understand business indicators and analyze company productivity and planning
- understand and generate promotional materials and procedures that enhance and validate products and services
- work cooperatively with others to solve problems and define and develop group projects
- utilize time, personnel and material resources pragmatically
- understand and comply with legal, health and safety requirements

Career-based experiences: Experiences would include Business and Management-related in-school enterprises, such as the Bank of David Douglas, the Douglas Depot (student store), and other experiences such as an exploratory job shadow, business person interview and organizing an on-campus business panel. A student may also participate in a structured learning or cooperative work experience through new employment or the transformation of an existing job.

Project: An industry profile project will be expected of all students enrolled in **Business and Management I** which includes:

1) description of an industry
2) outline of the history of the industry
3) list and review of industry publications
4) current trends and events
5) industry's impact on society.

★ Course II--Grade 12 **Business and Management II**

Expectations: This course will provide opportunities for students to expand their knowledge and skills related to business organization and structure. In addition, students will develop managerial skills while actually supervising the daily operations of the various in-school enterprises

Career-based experiences: Experiences would include business and management related in-school enterprises such as:

- Bank of David Douglas
- Douglas Depot (student store)
- Grubb Club (deli)
- Double D Daycare (in partnership with Social and Human Services CAM)
- Kilt Restaurant (in partnership with Hospitality and Tourism CAM)

Other experiences would include focused job shadows, organizing a Foundations of Management panel discussion and conducting a service project with a non-profit business partner. A student may also participate in a structured learning or cooperative work experience through new employment or the transformation of an existing job. Student may also participate in related classroom simulations such as Project INVEST, an insurance industry simulation.

Project. ✓ Update and revise the Industry Profile Project
✓ Create a business venture:
a. select business organization
b. select product or service
c. select mentor
d. compilation of procedures for starting a business
d1. advertising and marketing
d2. office/warehouse needs
d3. inventory and vendors
d4. accounting system/insurance
d5. licenses/permits.

Suggested Portfolio Entries

The Business and Management CAM Portfolio will consist of the components listed below. This will be a "living" document which will take on the personality of its creator.

- Personal Assessment:
  - "Words to Live By"
  - Philosophy of the Business and Management industry
  - Goal statements
  - Life-long learning plan/reflections
- Work-Based Entries:
  - Cover letter
  - Resume
  - Required cards and permits
  - Letters of recommendation
  - List of references
  - Types of jobs/experiences
  - Work journal
- Interdisciplinary / Academic Samples (Applied Learning):
  - Collaborative work samples
  - Analytical work samples
  - Creative work samples
  - Technical work samples
  - The "arts" work samples
- Senior CAM Project:
  - Research paper--primary and secondary research
  - Culminating project/presentation

Contact: Denise Lisac, David Douglas High School, (503) 252-2900

October, 1995

David Douglas/Oregon Business Council Model District Partnership

Executive Summary--CAM Design Team Report

HEALTH SCIENCES

Personal Development Plan

- ✓ listing of Health Sciences career opportunities matched to entry, technical and professional levels of education and training needed
- ✓ students will participate in at least three clinical experiences to gain a more comprehensive view of the health care field
- ✓ David Douglas High School membership in the Mt. Hood Regional Cooperative Consortium provides a pathway for students to earn a Certified Nursing Assistant credential

Coursework

- ✓ two CAM courses have been designed for all Health Sciences students
- ✓ listing of recommended, related Health Sciences electives
- ✓ listing of suggested, elective coursework for personal enrichment opportunities

The nine Health Services Core Proficiency Standards listed below were developed by the Health Services 2+2 Tech Prep/CAM curriculum development project. These standards have served as a guide in the development of the Health Sciences coursework. The units contained in the Health Sciences course outline are aligned to these nine proficiency standards.

1. **Academic Foundations**--Demonstrate knowledge of academic skills and subject matter as required for proficiency in a health services area of emphasis.
2. **Health Promotion**--Demonstrate an understanding of and apply the principles and methods of health promotion.
3. **Employability Skills**--utilize employability skills to enhance occupational opportunities, job satisfaction and the quality of contribution within the health services field.
4. **Legal Systems and Ethics**--Demonstrate the ability to make effective decisions consistent with legal systems and ethical systems.
5. **Safety Practices**--Comply with health and safety requirements to protect other individuals and self.
6. **Interpersonal Dynamics**--Apply skills in interpersonal dynamics that recognizes individual differences and basic needs of individuals at various stages of growth and development.
7. **Communication**--Demonstrate and apply effective communications skills in a health services setting.
8. **Systems**--Demonstrate and apply basic knowledge of systems and their interrelationship in health care delivery.
9. **Technology**--Demonstrate the effective use and application of technologies appropriate to health services.

★ Course I--Grade 11

Units	Culminating Project
1. Health Care Systems	State performance task Current health topic
2. Body Systems	State performance task Case study
3. Patient Care Skills/Safety Practices	Video

Career-based experiences: Health Science students will participate in a one-day job shadow in a career related area. Job shadows are currently being developed with Providence Medical Center and Kaiser Permanente. Job shadows will include an interview with a health care professional as well as a required list of observations. The interview will include: job title, duties performed, personal characteristics, education required, salary and advice for a person entering this field. Observations will include the following:

- identify three pieces of equipment used in the department and state the use of each
- identify and define three medical terms used in this department
- identify and describe three procedures performed by a health care professional
- identify and explain a pathological condition observed

Such in-school enterprises as CPR instruction, planning and promoting a health van event and assisting school nurses with elementary/middle school vision screening will be available to Health Sciences students.

★ Course II--Grade 12

Units	Culminating Project
1. Communication and Interpersonal Skills 2. Legal Systems and Ethics 3. Employability Skills	Senior CAM Project

Career-based experiences: Health Sciences students will participate in three, 3-week clinical rotations in various health care settings. These clinical rotations are currently being developed with Providence Medical Center and Kaiser Permanente. Clinical experience objectives, an outline of student responsibilities and a sample student contract has been developed. Such in-school enterprises as CPR instruction, planning and promoting a health van event and assisting school nurses with elementary/middle school vision screening will be available to Health Sciences students.

Suggested Portfolio Entries

The following is a list of possible portfolio contents:

- Letter of introduction *(includes summaries and reactions to portfolio contents)*
- Student Work Samples *(sample performance tasks--current health topic and case study, safety practices video, journal of in-school enterprise experiences, exams)*
- Work-Based Learning *(completion of job shadow and three clinical experiences)*
- Senior CAM Project *(paper and presentation on a current health care issue--currently being developed)*
- Portfolio Evaluation *(review panel to include instructors and business/health care representatives)*

Contact: Joe Bushman, David Douglas High School, (503) 252-2900
Sharon Webster, David Douglas High School, (503) 252-2900

October, 1995

HOSPITALITY, TOURISM and RECREATION (HTR)

Personal Development Plan

✓ listing of Hospitality, Tourism and Recreation (HTR) career opportunities such as banquet server, hotel desk clerk, and meeting/convention planner with levels of education and training needed ranging from up to six months training beyond high school to four or more years of college.

✓ listing of activities and experiences both in and outside the school setting recommended for students in HTR (e.g. Kilt Restaurant, DDHS Community School, catering, leadership activities).

Coursework

✓ two CAM courses have been designed for all HTR students
✓ listing of recommended, related HTR electives

★ Course 1--Grade 11

This course provides students with information on a wide variety of HTR industry components and their interdependence. Students will analyze consumer relations while becoming aware of the important role that leisure and recreation have in our personal and economic lives.

Expectations:

- Industry Knowledge--The HTR CAM graduate will demonstrate industry knowledge and awareness by written and oral communication techniques.
- Customer Service/Marketing--The HTR CAM graduate will determine, anticipate and satisfy the needs and wants of consumers by using communication skills and market analysis.
- Global Interdependence--The HTR CAM graduate will recognize the economic, social and cultural importance of the HTR industries and their interdependence on a local, state, national and global level.
- Business Trends/Indicators--The HTR CAM graduate will interpret how lifestyle changes in the general population affect HTR industries.

Career-based experiences:

Type	Duration
on-site class visitation exploratory job shadow in-school simulation--Kilt Restaurant & Catering, DDSD Community School--Portland Park and Recreation workplace mentoring	1-3 hours/periodic 1 per quarter/term daily/special events individualized

Project: Quarterly projects ranging from local to global perspectives based on data from textbook and lectures. Fourth quarter project on topics similar to projected Senior CAM Project.

★ Course II--Grade 12

This course encourages students to collaboratively investigate and personalize areas of interest in HTR. Systems and reservations management will be learned by developing marketing strategies and ethical business skills. Students will become aware and react to worldwide socio-economic issues in HTR. They will gain global perspective, propelling them into the workforce or onto higher learning.

Expectations:

- Workforce Regulations--The HTR CAM graduate will acquire required permits, cards and/or certificates specific to HTR job opportunities.
- Technology--The HTR CAM graduate will demonstrate the need of technology and its role in maximizing profits in HTR industries systems.
- Socio-Economic Issues--The HTR CAM graduate will analyze and identify the role of tourism globally, internalize the role of cultural, historical and geographical preservation in the tourism and recreation industries.
- Ethics--The HTR CAM graduate will apply positive workplace and personal ethics, understand and maximize the intrinsic and extrinsic rewards of working in an HTR career.
- Career Potential--The HTR CAM graduate will compare personal attributes with those skills needed in an HTR career and determine compatibility and career viability.

Career-based experiences:

Type	Duration
job focused shadow in-school simulation--Kilt Restaurant & Catering, DDSD Community School--Portland Park and Recreation volunteer workplace mentoring cooperative education internship--this course will be articulated with MHCC through the tech prep program. Students may earn from 6-15 credits upon successful completion of the CAM and corresponding work experience.	two per quarter/term daily/special events scheduled and/or periodic individualized 90 hours/3 Mt. Hood CC credits

Suggested Portfolio Entries

The HTR CAM portfolio should reflect what the student has learned, what their plans are for the future, what learning connections have been made, how the learning can be used in the future and the student's personal reflections about HTR. Documentation should include:

- Personal Assessment:
  - philosophy of HTR industry
  - personal philosophy including goal statements
  - life long learning plan
  - reflections
  - awards/personal achievements

- Work-Based Entries:
  - resume
  - required cards, permits
  - letters of recommendation
  - types of jobs/experiences

- Interdisciplinary / Academic Samples (Applied Learning):
  - collaborative work samples
  - analytical work samples
  - creative work samples
  - technical work samples

- Senior CAM Project:
  - research paper
  - culminating project / presentation outline

Contact: Debbie Page, David Douglas High School, (503) 252-2900

October, 1995

David Douglas/Oregon Business Council Model District Partnership

Executive Summary--CAM Design Team Report

INDUSTRIAL and ENGINEERING SYSTEMS (IES)

Personal Development Plan

✓ charts have been developed to illustrate career pathway extensions beyond high school for each of the six IES specialty areas *(Computer Assisted Drafting-CAD, Construction, Manufacturing, Electronics, Mechanical Technology and Integrated Technology)*. Each chart shows pathway articulation to Mt. Hood Community College and those four-year colleges with formal articulation agreements for Mt. Hood Community College programs.

Coursework

✓ two CAM courses have been designed for all IES students

✓ development of a "Technical Writing" course for all IES students

✓ listing of recommended, related IES electives for each of the six specialty areas

✓ the Design Team recommended that an "all aspects of Industry" approach be taken to provide a "rich context for applying academic skills and knowledge."
"All aspects" include:

- *planning*
- *labor issues*
- *technical and production skills*
- *underlying principles of technology*
- *management*
- *finance*
- *community issues*
- *health, safety and environmental issues*

The "all aspects" approach involves analyzing and solving the problems an industry faces by utilizing skills in reading, writing, mathematics, science and social studies.

✓ adoption of Oregon's statewide IES CAM Project approach in three areas:

1) Define the IES area of study as "programs of study related to the technologies to design, develop, install, operate or maintain physical systems."
2) Emphasize the IES areas as "engineering and related technologies, mechanics and repair, manufacturing technology, precision production and construction."
3) Delineate proficiency standards as follows:
   - *communicate effectively*
   - *understand and comply with occupational health and safety requirements*
   - *demonstrate the ability to solve problems and make appropriate decisions*
   - *facilitate collaboration and teamwork, understand diversity and practice human relations skills*
   - *comprehend and use mathematic and scientific methods in work and study applications*
   - *apply stand research methodology, report research findings*
   - *utilize current computer technology in work and study applications*
   - *understand and apply standard economic principles and practices*
   - *understand the scope and potential of related career fields.*

★ Course I--Grade 11 **IES I**

Students in this introductory CAM course will investigate topics common to careers in Industrial and Engineering Systems. This project-based course incorporates academic knowledge and technical skills essential to problem solving. An effort will be made to incorporate mathematics, science and english into **IES I**. One semester will emphasize a common core of **mechanical** and **electrical** concepts; the other semester will focus on **structural** and **CAD** topics. Students will be given problems and required to formulate, execute and document a solution for the problem.

Career-based experiences:

- class visitations
- job shadows
- business mentor
- structured work experience
- Boeing Manufacturing Tech Prep Internship

Project: Projects will revolve around issues in robotics, solar energy, bridge building, structures, pneumatics, alternative energy, lasers and fiber optics, truss building, fluid power and transportation.

★ Grade 11 **Technical Writing**

The course will provide students with technical writing experiences and formats useful for careers in industry and the sciences. This exposure to current workplace writing skills will be supplemented by the traditional analysis of American literature. The student will write workplace-type papers such as work proposals, field/lab reports and position papers. Assignments will frequently include diagrams and graphs.

Expectations:

- Introduction to Technical Writing
- Writing Descriptions of Products and Conditions
- Writing to Inform
- Writing to Describe a Process or Give Instructions
- Writing an Argumentative Essay
- Writing a Proposal

★ Course II--Grade 12 **IES II**

IES II will build on the skills and knowledge gained in **IES I** by undertaking more complex and comprehensive projects and tasks. By using group projects, students will have the opportunity to develop teamwork and collaborative problem solving skills. One semester will emphasize a common core of **transportation** concepts; the other semester will focus on **energy and power** topics. **IES I**, or recommended electives in at least two of the five specialty areas, are prerequisites.

Career-based experiences:

- class visitations
- job shadows
- business mentor
- structured work experience
- Boeing Manufacturing Tech Prep Internship

Project: Student-selected group projects will be use for demonstration of learning and facilitated by the instructor. IES CAM-related projects might be selected from topics such as robotics, structures, pneumatics, truss building, fluid power, or transportation.

Suggested Portfolio Entries

CAM Culminating Project: a joint venture of **IES II** and **English IV**. The design for this project is an extension of the current Senior Venture research paper and project, an **English IV** requirement needed for graduation. The CAM Culminating Project incorporates new elements including an IES topic for the paper and project, a mentor/reviewer in the IES field, and a structured worksite experience.

Requirements include:

- *letter of intent* outlining the student's proposal for paper topic and related project
- *business mentor knowledgeable in the IES field and in the student's area of interest*
- *research paper* supplemented by a work-based experience
- *culminating project* tied to the work-based experience and related to the IES research topic. The project is to be of a challenging nature and scope to demonstrate all IES proficiency standards.
- *portfolio* which reflects the student's best work in **IES II** and **English IV**
- *presentation* which reflects learning from the research paper, project and work-based experience

Contact: Nancy Wunn, David Douglas High School, (503) 252-2900

October, 1995

David Douglas/Oregon Business Council Model District Partnership

Executive Summary--CAM Design Team Report

NATURAL RESOURCES

Personal Development Plan

- ✓ listing of Natural Resources career opportunities including commercial fisherman, wildlife specialist and botanist matched to levels of post-secondary education and training required ranging from six months beyond high school to four or more years of college
- ✓ students will maintain a personal journal and establish both short and long term goals
- ✓ Natural Resources CAM students will identify possible career fields to pursue

Coursework

- ✓ two CAM courses have been designed for all Natural Resources students
- ✓ listing of recommended, related Natural Resources electives
- ✓ listing of activities and experiences (e.g. ecology/science club, volunteer work for Washington Park Zoo or Audubon Society) both in and outside the school setting recommended for students in Natural Resources.

★ Course I--Grade 11 **Natural Resources I**

Natural Resources I is a two-semester, junior year course for the Natural Resources CAM. The focus is to provide students with a background in ecology, to explore current environmental issues and to familiarize students with careers related to the field of natural resources sciences. Students will be exposed to various activities including independent research and hands-on field experience. The culmination of these experiences will help to integrate school curriculum into real-world career goals.

Course topics *for semester one*:

- environmental science--*understanding the environment, using science to solve environmental problems, making environmental decisions*
- ecosystems--*interconnections within the ecosystems, how species interact with each other, adapting to the environment*
- how ecosystems work--*energy flow in ecosystems, material cycles, the changing ecosystem*
- kinds of ecosystems--*forests, grassland, deserts, tundra, freshwater ecosystems, marine ecosystems*
- water--*our water resources, freshwater pollution, ocean pollution*
- air--*causes of air pollution, effects of air pollution, acid rain*

Career-based experiences: Experiences that will involve students from the **Natural Resources I** course might include:

- Project GREEN (Global Rivers Environmental Education Network)--a watershed education program
- Metro Green Spaces/Green City Data--goals include:
  1) enlisting students in collecting data to support regional planning and management of urban natural areas
  2) increasing community awareness and involvement in natural resource issues
  3) fostering young people's stewardship of these areas
  4) providing a hands-on outdoor laboratory for environmental education
- In-school enterprises such as a recycling project, involvement with Project SOLV (Stop Oregon Litter and Vandalism) and sponsor a community site for hazardous waste collection.

★ Course II--Grade 12 **Natural Resources II**

Natural Resources II is a two-semester, senior year course for the Natural Resources CAM. The focus of this course is to provide students with a more in-depth look at environmental issues and careers. Students will choose environmental issues to research. Their research will lead ultimately to a proposed solution or plan of action. Through research, students will utilize technology and consult with experts in their field of interest.

Career-based experiences:

- career-based experiences for the **Natural Resources II** course will depend on the student's choice of projects. Students will contact appropriate businesses for information or expertise needed to solve their chosen problem. Duration will depend on the individual projects.
- In-school enterprises such as a recycling project, involvement with Project SOLV (Stop Oregon Litter and Vandalism) and sponsor a community site for hazardous waste collection.

Suggested Portfolio Entries

The Natural Resources student portfolio should contain a representative example of a wide variety of experiences the student has had throughout the CAM experience. It should reflect what the student has learned.

Portfolio Contents:

- personal--*personal journal, short and long term goals*
- academic samples--*work samples including group projects, individual project, projects from Natural Resources II course and culminating "Senior Venture" project*

Contact: John Beir, David Douglas High School, (503) 252-2900

October, 1995

SOCIAL and HUMAN SERVICES

Personal Development Plan

- ✓ listing of Social and Human Services career opportunities ranging from anthropologist to urban planner with levels of post-secondary education and training needed.
- ✓ listing of activities and experiences (e.g. athletics, DARE, Boys/Girls State, mock trial, student government) both in and outside the school setting recommended for students in Social and Human Services.
- ✓ listing of CAM specialty areas offered in Social and Human Services at David Douglas High School: *Education and Human Development, Law Network and Social Services*.

Coursework

- ✓ two CAM courses in each specialty area have been designed for all Social and Human Services students
- ✓ listing of recommended, related Social and Human Services electives for each specialty area
- ✓ coursework will address the following proficiencies:
  - demonstrate professionalism with regards to legal and ethical standards
  - understand human development and behavior
  - evaluate social systems and institutions
  - work effectively with people from a variety of backgrounds, cultures and experiences
  - use specialized interpersonal and communications skills
  - understanding career requirements and workplace climate
  - demonstrate specialized technical computational and reasoning skills

★ Course I--Grade 11	★ Course II--Grade 12
Education and Human Development This course will cover child growth and development from birth through adolescent years. Students will gain skills through planning, developing and teaching curriculum for children of a variety of age levels.	***Education and Human Development*** This course will cover growth and development of the school age years, special needs of some children and career planning in child services. Students will gain experiences through study, field trips, observations, shadowing, work experience and internships from a variety of options which might include: David Douglas Grade School, Double D Day Care, Head Start, Early Intervention and Alpine Counseling.

Learning Units: • orientation to the child's world • the preschooler (3-5 years) • the preschool • growth and development (0-adolescents) • exploration of education and human development • exploration of theories	*Learning Units:* • career orientation • growth and development of children • theories • employment opportunities and training • child care services • kindergarten • school age children • special needs children • guidance of children • law related to educational issues seeking employment • work experiences
Career-based experiences: • observation--*10 in-school experiences* • shadowing--*1/2 day* • teaching preschool--*24 weeks*	*Career-based experiences:* • shadowing--*1/2 day experience* • internships • in-school experience
Law Network *Learning Units:* • Unit 1: mock trial, project on Bill of Rights and argumentative essay on a Bill of Rights issue • Unit 2: taped interview with an immigrant, debate on an immigration issue, a statistic project and training and practice in mediation • Unit 3: service learning project, assemble portfolio and write letter to the editor	***Law Network*** *Learning Units:* • Unit 1: personal philosophies and goals, project which examines a problem in society and proposes a solution and proposal for a CAM related senior venture project • Unit 2: preparation and participation in a formal debate, and preparation and participation in a mock trial • Unit 3: senior venture, participation in contract simulation activity, creation of a contract, final assembly of portfolio
Social Services This course is designed to teach the knowledge, skills and attitudes needed to succeed in the major human service areas. Students will explore careers in the field while studying such topics as human development, family structure, diversity, legal issues and selected social problems.	***Social Services*** This course provides the student with more complex information in the human services area. Students will continue their study of social problems, deliberate on public issues, apply knowledge through service learning and practice group processes and conflict management techniques in a school-based experience.

Career-based experiences:	*Career-based experiences:*
• on-site enterprise or extra curricular activity--*active membership* • job shadow--*one week, hours may vary* • volunteer work--*ten hours* *CAM Project Level I:* Research project on selected public issue including presentation of possible solutions or system improvement.	• service learning • internship (structured learning experience)--*two weeks, hours may vary* • volunteer work--*15 hours* *CAM Project Level II:* senior venture

Suggested Portfolio Entries

Listed below are the types of performance documentation that students would be expected to show to an employer and/or an admission officer to demonstrate advanced mastery in the Social and Human Services CAM:

- writing sample demonstrating understanding of special problems and possible solutions
- time line plan for career and personal life
- evidence of participation in school government or school activities related to Social and Human Services
- interview with person in social and human services field
- letter of recommendation
- writing sample of argumentative essay
- film/video of debate on a public issue
- evidence of participation in simulated activity related to social services such as case management
- creation and evidence of activating transition plan to training, college or employment
- resume and letter of introduction
- senior venture (CAM project)
- evidence of community service
- reflection on career experiences
- personalized samples--photos, memorabilia

Contact: Carol Michael, David Douglas High School, (503) 252-2900

October, 1995

Appendix C: Original Terms of OBC-David Douglas Partnership

This appendix contains the text of the original proposal for the OBC-David Douglas Partnership, which serves as the basis for determining the success of the Partnership. This document was produced in August, 1993. The Partnership was formally initiated in September, 1993.

The proposal presented here is to establish a formal relationship between the Oregon Business Council and a school district committed to full and immediate implementation of all aspects of H.B. 3565. The Oregon Business Council and its members would pledge to provide technical and political support, but no direct fiscal assistance, to this district. The district would agree to develop a comprehensive plan for implementing H.B. 3565, and utilize the support of OBC and its member companies as one dimension of this plan.

The model school district project is designed to serve as a strategic link between the business community and educational reform. It serves to move discussions of reform from the abstract to the concrete.

The implementation of H.B. 3565 will be drawn out over an extended period of time, with few visible events occurring before 1996 or 1997. Most school districts are taking a "wait-and-see" approach. This is particularly true in the face of Measure 5 implementation, which has caused districts to make substantive budget cuts. Those that are moving are adopting a piece-meal strategy; they are developing responses to one or another of the Act's provisions. Few districts are developing an integrated, systems-level implementation strategy and plan. The Department of Education is advising school districts to wait until the Department concludes its definitional work and until its demonstration projects have yielded results before they proceed. This will take anywhere from one to two more years.

Educators tend to look for models or examples to demonstrate both the feasibility of a concept or program, and for specific lessons they can learn and ideas they can adopt. The implementation of H.B. 3565 could be greatly enhanced if one district were to develop a comprehensive strategy for implementation of all of the Act's relevant provisions, and if it were then to proceed to use system-level responses to bring about this comprehensive implementation. This project helps establish the model to which other school districts may look, and from which they may learn.

How OBC would facilitate this project:

1. Provide overall sponsorship of such a project to find one school district willing to engage in a complete implementation of H.B. 3565.
2. Develop a set of specifications to which a district would agree.

3. Serve as a liaison between the district and companies that wish to be involved in this project in any of a number of ways to be defined by the OBC.
4. Provide other technical assistance as appropriate and within the financial constraints of the OBC. Such assistance might include help in the following areas:
   - planning for change.
   - designing training programs and strategies.
   - organizing high-performing work teams.
   - adapting to limited or declining resources.
   - communicating effectively with the public (techniques and graphics).
   - enhancing management training.
   - developing inter-organizational partnerships and alliances.
5. Help the school district secure adequate funding from private foundations and other sources with interests in this area.
6. Publicize the results of this project broadly.

What the Oregon Business Council might gain from this venture:

1. The business community demonstrates its support of and commitment to educational reform and H.B. 3565 in a concrete fashion.
2. Momentum for reform is maintained in the face of Measure 5 implementation.
3. Member companies become more aware of the general dimensions of school reform, and of the specific issues associated with its implementation.
4. The momentum for reform is maintained during difficult fiscal times.
5. Political support is provided for a district willing to take some risks to move aggressively to implement reform.
6. OBC companies will have a "living laboratory" where they will be able to learn a great deal about new relationships between education and business, particularly issues surrounding the school-to-work transition. These insights will likely result in model programs in areas related to the requirement that all students who receive the Certificate of Advanced Mastery (CAM) have experiences in the world of work.
7. The OBC Board of Directors will have the opportunity to receive regular updates on the progress of school reform, and will become more familiar with educational systems generally by having a "case study" district with they come to know well. This will enable them to compare performance in other

districts, and analyze school district arguments regarding school reform more effectively.

8. Member companies will be able to demonstrate that they have contributed to school reform, thereby deflecting the requests for support or involvement from myriad school districts they are likely to begin receiving during the next two years.

Why a district may want to participate:

1. Political support from OBC members may help if there is resistance to reform.
2. Support from business community provides credibility to reform efforts.
3. Districts are eager to build connections with business in anticipation of requirement to provide work-based experiences.
4. Districts are operating from very limited resource bases and will value any technical assistance they can get.
5. H.B. 3565 redefines the relationship between education and business. Many educators are aware of this shift and are ready to adapt practices accordingly.
6. The knowledge of foundations and other one-time funding sources that some OBC members have will be of interest to model district, particularly since many districts now have some sophistication writing grant proposals.

Criteria for district selection:

1. Leadership stability
2. Labor relations amenable to change
3. Per-pupil funding near the state average
4. Evidence of prior commitment to systematic school improvement
5. Evidence of current commitment to implement H.B. 3565
6. Committed superintendent and board of education
7. Presence of OBC member companies in the district; linkages between district and OBC member companies
8. Location near the Portland metro area
9. Manageable number of schools in the district
10. Economic, social, ethnic diversity of student population and general community
11. Willingness of district to consider OBC specifications as the framework for the relationship

Specifications to which a district would stipulate:

1. The district agrees to implement all sections of H.B. 3565 identified in the proposal by OBC within timelines to be established.
2. The district agrees to publicize this project broadly in the community and among teaching and classified staff, and to engage in appropriate readiness activities immediately upon approval to participate in the project.
3. The project will not proceed if there is not adequate support on the part of community and school staff.
4. Major decisions involving use of any foundation funds will be overseen by a review panel composed of OBC and local Board of Education representatives.
5. The district agrees to devote adequate resources of its own to this project, and not to use any externally-generated resources to supplant funds currently being expended by the district.

Sections of H.B. 3565 to be addressed in this project:

Section:	*Response:*
Section 2: Legislative declaration of beliefs regarding purposes of education. **Section 3:** Characteristics of a system of public education.	Review these sections, determine their congruence with current district goals and practices. Develop a mission statement which takes into consideration these two sections.
Section 4: State policy regarding parental and community participation in establishing goals and decision-making.	Develop formal procedures for getting parents' opinions on school goals. Develop procedures for supplying parents with information about achievement of school goals (See Sections 7-10). Contact local employers to solicit their support in providing workers flex time to be more involved in their children's education, or to help public schools.
Section 4a: Establishes principles for integrating the services children receive from all governmental agencies, including schools.	Contact local governmental and social agencies that provide services to youth. Develop a coordinated task force charged with creating interagency partnerships to integrate services to youth in ways that enable all students to succeed in school. Task force will develop plan for rapid and substantial integration of services to children focused on increasing their success in school, and on delivering services at the school site when appropriate. Examine Oregon Progress Board benchmarks that relate to children.

Section 8: Biennial self-evaluations of all schools and districts must be conducted. A cross-section of citizens must be involved in developing improvement goals. Goals must be available to the public. Extensive profiling must accompany this process.	Institute a self-evaluation process and a goal-setting process that involves community members. Develop reporting procedures that publicize goal attainment.
Section 10: Beginning Sept 30, 1992, requires issuance of the Oregon Report Card, which determines progress toward meeting goals and principles in Sections 2 & 3. The report will allow schools to determine the success of their program, to sustain successful reform efforts, and recognize progress and improvement. Information will include student achievement, student support services, school staff profile, budget information, graduate follow-up, examples of exemplary programs, other information obtained in Section 9.	Develop a district-level report card that contains all elements of the Oregon Report Card, and any other elements deemed valuable by the community.
Section 12: Identifies areas where state hopes for districts to experiment, through 2020 grant applications, or requests for waivers from current practice.	Review these suggested criteria for 2020 grant application, and consider their appropriateness as focal points for district- and school-level experimentation, with or without 2020 funds.
Section 17: Requires the State Board of Education to prepare a proposed set of guidelines and models for programs of school choice by July 1, 1992.	Investigate possible forms of in-district or in-school programs of choice.
Section 18, 18a, 18b, 19a: Establishes importance of early childhood education, including the intent to develop and fund such programs.	Develop linkages with local child care providers, Head Start, preschool programs, and parents with preschool age children. Develop coordination and support among these groups to help enhance the success of children when the enter school. Work with other community agencies to help ensure that there are adequate preschool opportunities for all children. Review primary program (grades K-3) practices to ensure they are developmentally appropriate.
Section 19f: Mandates the development of model programs for mixed-age classrooms.	Send teachers to mixed-age demonstration classrooms, and to schools with developmentally appropriate practices. Increase district knowledge on effective programs that employ developmentally appropriate practices. Identify one or more classrooms in the district that can begin implementing these techniques. Begin work on assessment strategies that provide useful information on young children.

Section 19g: Requires a report to the Legislature on ways in which middle level education should be be changed in response to changes occurring at other levels.	Convene a middle level task force to examine the implications for middle schools of H.B. 3565. Be certain to examine the potential effects of the Certificate of Initial Mastery (since it is likely students will need to master these outcomes by the end of middle school), and the Certificate of Advanced Mastery (since the six "broad occupational categories" suggest the format for middle level exploratory programs in the future).
Section 20: Defines the Certificate of Initial Mastery. Requires districts to develop programs by Jan. 1, 1995 that lead to such a certificate. These programs must include alternatives to traditional programs, as well as Alternative Learning Centers.	Use the State Department of Education's proposed outcomes as a starting point for discussion of what standards the district believes all students should master. Once standards are developed, convene cross-level teams to write or review benchmark performance levels for grades 3,5,8,10. Identify the core curriculum that needs to be developed to support achievement of these outcomes. Create opportunities for teachers to understand these outcomes and align their instruction with them.
Section 21: Requires state to develop tests for C.I.M. Requires school districts to provide additional services to students who are not making satisfactory progress toward a C.I.M., including alternative learning environments. Allows students to transfer to other schools or districts if they are not making satisfactory progress.	Move to an outcome-based system of instruction. Develop a wide range of learning environments for students. Greatly enhance the instructional repertoire of teachers. Develop assessment systems that provide reliable data on student progress toward achievement of CIM and CAM outcomes. Develop systems that catch student failure early on and provide a range of possible responses.
Sections 22, 23: Sets procedures for the development of new rules to encourage minors who have not earned their Certificate of Initial or Advanced Mastery to remain in school and not leave school to work.	Contact local employers to let them know your expectation and hopes for student employment. Make clear to them how you plan to provide them (along with parents and the minor) with opportunities to participate in the employment decision relating to any minor. Work to develop voluntary employment policies that support student attendance at and completion of school.
Section 24: Requires establishment of Learning Centers for students who leave school before attaining a C.I.M. Districts are required to assign their per pupil funding allocation for any such student to the Learning Center.	Make contact with the local community college to determine their plans for Alternative Learning Centers. Begin to develop plans and assign responsibility to identify students who have dropped out to encourage them to attend the Learning Center. Explore strategies for in-building models for Alternative Learning Centers.

Section 25: Establishes the Certificate of Advanced Mastery beginning school year 1997-1998. States that the C.A.M. strands must be designed to "facilitate the movement between the indorsements and (to) encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to a full range of educational experiences," and that the program leading to a C.A.M. must be designed such that it may lead "to a college preparatory or academic professional technical indorsement, or both." Allows the C.A.M. to be offered by any public educational institution and makes provisions for funding to follow the student.	Develop a task force to identify all the implications and possible changes needed to implement the Certificate of Advanced Mastery. Some of the issues include: developing a core curriculum that meets the needs of both the college-bound and the non college-bound; devising a variety of work-related experiences for students; providing students the option to be in one of six identifiable "broad occupational categories," and to be able to obtain either an academic professional technical endorsement, a college preparatory endorsement, or both.
Section 27: Requires school districts to institute programs leading to a C.A.M. beginning no later than September, 1997. States that such programs may take place in public schools, community colleges, public professional technical schools, or any combination thereof, and must involve at least 2 years of work and study. Students must demonstrate mastery through performance-based assessments, where possible, including work samples, tests, portfolios and other means. All courses must be open to all students.	Begin to think of the last two years of high school as a time for students to develop "Personal Transition Plans," rather than simply amassing credits. Develop and implement such a program. Utilize experiences from ODE demonstration sites to create CAM strands. Develop, with OBC assistance, various work-related learning experiences.
Section 28: Requires the Department of Education, Community Colleges, and the Oregon State System of Higher Education to develop comprehensive education and training programs for two- to five-year academic professional technical endorsements and associate degrees.	Work with community colleges, and four-year institutions of higher education to develop "seamless transition" strategies.
Section 34: Establishes site committees with responsibilities related to school goals, measures of effective teaching and learning, and allocation of grants for staff development. These committees must oversee the development and implementation of a plan to improve professional growth and career opportunities for the school's staff, to improve the school's instructional program, and to assure the implementation of the requirements of this Act.	Implement site councils at all school sites. Provide assistance and training to these councils to help them become functional entities that contribute actively to school improvement and are centrally involved in implementing H.B. 3565 at the school site.

Appendix D: Model District Goals and Outcomes

The grid on the following pages summarizes the progress David Douglas School District has made as reported by the district in responding to the terms of the partnership as outlined in the grid in Appendix B.

Mission: Develop a 21st Century Model School District by appropriately interpreting and implementing the 21st Century legislation (House Bill 3565).

Model District Partnership Goals and Outcomes

21st Century Schools Legislation (HB3565)	Oregon Business Council Condensed Outcomes	David Douglas accomplishments November 1993 - June 1995
Section 2: Legislative declaration of beliefs regarding purposes of education. **Section 3:** Characteristics of a system of public education.	Board affirms commitment to improved education and establishes a Central Coordinating Council to oversee implementation of 21st Century School Legislation.	Central Coordinating Council was established in November 1993. It met monthly through the first phase of the project. It was composed of the chairs and liaisons of the nine action teams, one school board member, the superintendent, two OBC representatives, three parents, and additional representatives. The CCC made decisions on the implementation of projects and assisted with communication and coordination of the project. In 1995-96, an official District Site Council will be convened. The District Site Council will oversee school improvements aligned with 21st Century School legislation. Membership will be based on legislative and contract guidelines.
Section 4: State policy regarding parental and community participation in establishing goals and decision-making. **Section 8:** Biennial self-evaluations of all schools and districts must be conducted. A cross-section of citizens must be involved in developing improvement goals. Goals must be available to the public. Extensive profiling must accompany this process.	Increased parent and community participation in establishing goals and in decision making structures. Establishes a model process for self-evaluation and dissemination of information to community so they can be informed participants in each school in the district.	Community members composed twenty five percent of the action team membership A letter was sent to all parents to announce the OBC partnership and outline some of the expected changes. Moore Information conducted a telephone survey of 300 parents to gather data on their view of the components of the Oregon Ed. Act. The Superintendent spoke at community meetings in each school to inform parents of the improvement recommendations. Additional parent meetings were held throughout 1994-95 to answer parents' questions and keep them informed.

21st Century Schools Legislation (HB3565)	Oregon Business Council Condensed Outcomes	David Douglas Accomplishments June 1995
(Continued from previous page) **Section 10:** Beginning September 30, 1992, requires issuance of the Oregon Report Card which determines progress toward meeting goals and principles in Sections 2 & 3. The report will allow schools to determine the success of their program, to sustain successful reform efforts, and recognize progress and improvement. Information will include student achievement, student support services, school staff profile, budget information, graduate follow-up, examples of exemplary programs.		A focus group of parents from across the district was formed to react to proposed changes. A survey of all elementary parents was taken to learn their opinions on the proposed changes. A display system, loaned by Bank of America, provided a visual presentation of the improvement plans. It was displayed at parent and community meetings. A brochure outlining all of the new programs that parents could choose for their children was distributed to all elementary and middle school parents in May 1994 and an updated version in 1995. Parent guides to the curriculum were aligned to CIM outcomes and distributed to parents of K-8 grade students. Yearly updates of the brochures will keep parents informed of new offerings. Media reports throughout the project assisted in keeping the community informed of district activities. Parent evaluation surveys of full day kindergarten program, mixed-age classroom structures, and CIM portfolio conferences were conducted. A committee, which includes community members, will determine the data to be collected for the District Report Card.
Section 4a: Establishes principles for integrating the services children receive from all governmental agencies, including schools.	Establishes an interagency coordinating council to coordinate services to children and provide at least three social services projects at school sites.	The Mid-Multnomah County Integrated Services committee meets monthly to coordinate services to children. Several social service agencies are being housed at school sites and serve all buildings in the district. They include: Safety Action Team (Mult. Co. Sheriff), Alpine Associates (mental health), CSD, and primary health care providers. An elementary health center at Lincoln Park Elementary was established through a grant obtained through Multnomah County Health. Other health services for needy students are provided though Portland Adventist Medical Center. A new Teen Parent program is helping student parents complete their education and obtain Certificates of Advanced Mastery. The program includes child care and parenting classes. Social service agencies work closely with the program to meet the needs of the young parents and their children. Volunteers are recruited to mentor the young parents and provide modeling and support.

21st Century Schools Legislation (HB3565)	Oregon Business Council Condensed Outcomes	David Douglas Accomplishments June 1995
Section 17: Requires the State Board of Education to prepare a proposed set of guidelines and models for programs of school choice by July 1, 1992.	Establishes intra-school and inter-school programs of choice at each level.	A full open enrollment policy is in effect allowing parents to choose the school that best meets their child's needs. Each school establishing a multi-age class retained a traditional grade level class in 1994-95, so parents could choose the structure that suited their child. In 1995-96 the number of mixed age classrooms will increase to 66 from last year's total of 49. District-wide parental choice has been encouraged in three new programs in 1994-95: All day kindergarten (three classes), a technology focused 6th grade, and a 1st/2nd grade that includes Spanish instruction. In 1995-96 all schools will have a full day kindergarten choice and the Spanish experience program will span grades 1-4. The Technology classroom will continue. Parents may apply to enroll their child in one of these classes. Students are randomly selected in a manner that ensures a range of ability levels and gender balance. Bus transportation is provided for the Choice class
Sections 18, 18a, 18b, 19a: Establishes importance of early childhood education, including the intent to develop and fund such programs.	Coordinates programs with public and private agencies and providers of child care to address unmet needs.	Improvement in Early Childhood education will be addressed in the all day kindergarten classes offered in each building and in housing two preschools in the district. The Mill Park Preschool is operated by parents. The Child Development preschool serves as a work experience site for high school students in the Child Development/Education CAM. After school daycare was provided at three schools in 1994-95 and will be offered in five schools next year. Bus transportation is available to those sites. Headstart classes and an Early Intervention Program for developmentally delayed preschoolers are offered at the Child Services Center.

21st Century Schools Legislation (HB3565)	Oregon Business Council Condensed Outcomes	David Douglas accomplishments November 1993 - June 1995
Section 19f: Mandates the development of model programs for mixed-age classrooms.	Establishes model mixed-age classrooms in each elementary building.	Mixed-age classrooms are expanding from 49 in the 94/95 school year to 66 in 1995-96. All grade levels will have a mixed-age classroom structure available. In each building there are also traditional grade level classes, so parents can choose the structure that best meets their child's needs. Primary teachers are meeting every other week to develop plans and share ideas.
Section 19g: Requires a report to the Legislature on ways in which middle level education should be changed in response to changes occurring at other levels.	Establishes a task force to determine ways in which middle level education would need to adapt to conform to House Bill 3565.	The middle level education (Gr. 4-10) action team determined that schedule changes that provide longer blocks of learning time for students and a common planning time for teachers would assist improvement in middle level instruction. Block time schedules are in place at the middle and high schools. A common planning time for teachers is built into each schedule to allow collaboration and training for all staff to help them implement the reforms. Training in new teaching strategies is offered during the Common Planning Time and as part of the regular inservice program. A teacher has been hired to plan and assist with the staff development activities.
Section 20: Defines the Certificate of Initial Mastery. Requires districts to develop programs by January 1, 1995, that lead to such a certificate. These programs must include alternatives to traditional programs, as well as, Alternative Learning Centers. **Section 21:** Requires state to develop tests for CIM. Requires school districts to provide additional services to students who are not making satisfactory progress toward a CIM, including alternative learning environments. Allows students to transfer to other schools or districts if they are not making satisfactory progress.	Implements the Certificate of Initial Mastery (CIM) as soon as practicable including state outcomes, instructional program modification and assessment development. Regular classroom modifications and separate program options provide for alternative strategies and environments that are success based and performance based.	All staff attended a training workshop on Certificate of Initial Mastery expectations on May 16, 1994. CIM related staff development and planning activities were held in all buildings several times a month in 1994-95. Portfolio assessment practices are being implemented at all levels. All classrooms have portfolio folders and storage crates. Scoring guides are being used for the Communications and Self-directed learner goals

21st Century Schools Legislation (HB3565)	Oregon Business Council Condensed Outcomes	David Douglas accomplishments November 1993 - June 1995
(Continued from previous page) **Section 21:** Requires state to develop tests for CIM. Requires school districts to provide additional services to students who are not making satisfactory progress toward a CIM, including alternative learning environments. Allows students to transfer to other schools or districts if they are not making satisfactory progress.		The district CIM Plan was submitted to the ODE in January 1995 and was approved. Committees worked during the summer to operationalize the CIM program for classroom application and solid accountability. Student performance in CIM foundation skills will be assessed and documented at each level by the end of 1995. Special emphasis was given to Communication and Self-Directed Learning standards during the initial implementation. In May 1995, the school board approved changes in district graduation requirements to raise standards and communicate a clear expectation of student performance in preparation for the CIM. Students will be required to earn a CIM along with 25 credits and a cummulative C average to receive a diploma. The CIM requirements include a C average in core courses, evidence of high level performance in their portfolios, and scores in the average/proficient range of standardized and/or state assessment tests. In the summer of '94, a group of twenty-five 6th and 7th grade students participated in a CIM Summer Camp designed to increase their ability to obtain a Certificate of Initial Mastery in 1997. The summer experience piloted the effects of alternative instructional methods and additional instructional time on the progress of students who have exhibited difficulties in mastering basic skills. The students showed an improvement in academic performance during the followinf school year. This summer, 60 students, grade 6-8, are participating in the CIM Summer Camp. The district also operates a summer academic program for elementary students. 200 elementary students are attending the summer academic program this year. Alternative instructional opportunities include an extended day program titled "CIM Academy", which provides tutoring and direct instruction after the normal school day for students who are having difficulty. All elementary and middle schools began CIM Academy in 1994-95. In 1995-96, Project UP classes will be offered to freshman identified as needing additional assistance to meet CIM goals. The classes will have a reduced enrollment. Each freshman student will work with a CIM Support teacher to understand the CIM requirements and organize portfolio evidence. A teacher has been hired to coordinate the alternative instruction opportunities and work with teachers to provide alternative approaches in the regular classroom.

21st Century Schools Legislation (HB3565)	Oregon Business Council Condensed Outcomes	David Douglas accomplishments November 1993 - June 1995
Section 24: Requires establishment of Learning Centers for students who leave school before attaining a CIM. Districts are required to assign their per pupil funding allocation for any such student to the Learning Center.	Develop Alternative Learning Center strategies both on-site and off-site including coordination with Mt. Hood Community College.	AIM High School provides an alternative educational program for students having difficulty with the regular high school program. The Teen Parent program will also make an impact on reducing student drop-out rates.
Sections 22, 23: Sets procedures for the development of new rules to encourage minors who have not earned their Certificate of Initial or Advanced Mastery to remain in school and not leave school to work. **Section 25:** Establishes the Certificate of Advanced Mastery beginning school year 1997-1998. States that the CAM strands must be designed to "facilitate the movement between the endorsements and (to) encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to a full range of educational experiences," and that the program leading to a CAM must be designed such that it may lead "to a college preparatory or academic professional technical endorsement, or both." Allows the CAM to be offered by any public educational institution and makes provisions for funding to follow the student.	Develop model programs to co-ordinate school and workplace activities of students to ensure student success in both school and work. Develops and implements at least two CAM strands including CAM outcomes articulated with CIM, authentic assessment, work based experience, academic professional technical and college preparatory endorsements. Coordinates with Mt. Hood Community College and higher education systems to provide training programs, professional technical programs, and associate degrees.	Design teams composed of OBC volunteers and teachers met through 1994-95 to define the standards expected in the CAM programs in all constellations. The design teams are co-chaired by a staff member and an OBC representative. Final reports are due June 30. By 1996-97, CAM I courses will be offered in seven Constellations. All Grade 11 students will be expected to take a CAM I course. By 1997-98, CAM II courses will be offered in all constellations. All Grade 12 students will be expected to enroll in a CAM II course. Each CAM program will include career-based experiences. Students may change their CAM program of study at designated intervals. All students will be encouraged to earn a CAM, however, a student may meet requirements for a diploma, but not earn a CAM. Approximately 500 freshmen students participated in a company tour at one of six OBC company sites in 1994-95. Teachers attended with the students. The tours acquainted the students with a range of careers at each company to assist them in making decisions on CAM participation. Job-shadows in their constellation areas have been scheduled for sophomores. About 900 students participated in career-based experiences this year. A School-to-Work coordinator was hired to oversee the full range of career-based experiences from in-school simulations to paid internships. Design teams have outlined a scope and sequence of career based experiences for freshmen through seniors. Several in-school work experiences are offered at David Douglas High School. First Interstate established a branch bank staffed by students. The independent insurance agents have equipped a model insurance agency. Child Development students operate a preschool and students in hospitality/recreation run a small restaurant. Marketing students operate a student store, the Douglas Depot, and Grub Stop, a sandwich shop. 1995-96 will see the addition of Graphic Arts and Catering businesses. All seniors will participate in a Junior Achievement program in conjunction with their study of Economics. The Junior Achievement classes will be taught by business representatives.

21st Century Schools Legislation (HB3565)	Oregon Business Council Condensed Outcomes	David Douglas accomplishments November 1993 - June 1995
Section 27: Requires school districts to institute programs leading to a CAM beginning no later than September 1997. States that such programs may take place in public schools, community colleges, public professional technical schools, or any combination thereof, and must involve at least 2 years of work and study. Students must demonstrate mastery through performance-based assessments, where possible, including work samples, tests, portfolios and other means. All courses must be open to all students. **Section 28:** Requires the Department of Education, Community Colleges, and the Oregon State System of Higher Education to develop comprehensive education and training programs for two- to five-year academic professional technical endorsements and associate degrees.	(Continued from previous page)	**Coordination with Mt. Hood Community College includes participation** as a model high school site for their school-to-work program. Students are active in 2+2 tech prep programs and Mt. Hood assists with applied academic coursework. Community college representatives are members of each of the CAM Design Teams. David Douglas is working with Dr. David Conley on establishing the Performance-based Admission System authorized by the State System of Higher Education. This system will match college entrance requirements with high school systems for documenting student performance. Dr. Conley has obtained a grant to fund the project.
Section 34: Establishes site committees with responsibilities related to school goals, measures of effective teaching and learning, and allocation of grants for staff development. These committees must oversee the development and implementation of a plan to improve professional growth and career opportunities for the school's staff, to improve the school's instructional program, and to assure the implementation of the requirements of this Act.	Establish site committees at each site with broad-based community involvement that actively participates in duties prescribed by law including setting school goals, developing professional growth plans for school, and overseeing implementation of House Bill 3565.	All schools have functioning site committees that include parent members. All site committees assist with setting school goals and overseeing staff development funds. Eight of eleven schools were awarded state grants to help them with restructuring activities related to the Oregon Educational Act. The site committees selected the staff members from their building who would participate in the Model District Partnership kick-off retreat held at Tektronix. Site committees are responsible for planning many activities to be completed during the common planning time available in the new schedule system.

Appendix E: Review of School Improvement Accomplishments 1994-95 and Expectations 1995-96

The following four pages indicate the district's continuing commitment to sustain the partnership and school reform. It summarizes all activities conducted in the 1994-95 school year and lists those that were underway in the 1995-96 school year.

David Douglas School District
Review of school improvement accomplishments 1994-95 and expectations 1995-96

Model District Partnership

Preparing students for the 21st Century

In the fall of 1993, David Douglas was selected by the Oregon Business Council to partner with them to implement the key components of the Oregon Educational Act for the 21st Century on an accelerated timeline. Researching and developing the plans needed to address this challenge took the efforts of 220 people serving on nine action teams. Sixty-seven percent of the action team members were teachers, twenty two percent were parents and business community members, and eleven percent were administrators. The action teams developed recommendations which were presented to the school board in March 1994 and emerged as new programs in the 1994-95 budget. The following is a description of the major programs and activities implemented as a result of the Model District Partnership and recommendations for the next stage of growth in each of the key areas.

Early Childhood enhanced

1994-95	1995-96
Four daycare programs were available at school sites: Menlo Park, Gilbert Park, West Powellhurst, and Child Services Center. Parents paid for the services. Transportation was provided to the school based daycare sites.	Two additional daycare programs will be added at Mill Park and Ventura Park. These will be funded by participants.
Several preschool opportunities are available for parents wanting an educational program for their three and four year olds. Mill Park is the site for a parent operated preschool and the Child Services Center houses Headstart, an early intervention program for developmentally delayed preschoolers, and the Double D Preschool run by the David Douglas High School Child Development/Education CAM program.	Maintain these programs at the current level. Funds to support these programs come from participants, grants, and outside agencies.
Three full day, every day Kindergarten programs were available for parents to apply to have their child attend. Participants were selected by lottery. The three programs, located at Gilbert Heights, West Powellhurst and Ventura Park, each maintained a stable enrollment of 27 students for the full year. Parent surveys indicate an extremely high level of satisfaction with the program.	Offer an all day kindergarten option in each elementary school. This would require the equivalent of three additional teachers, $113,850.

Mixed-age classrooms added

Mixed-age classrooms were offered at each elementary school. A total of 49 classrooms offered a two year age range structure. Traditional grade structures were also available at each grade level in each building.	Additional mixed-age classes will be offered next year based on parent and staff interest and enrollment needs.

1994-95	1995-96
Middle Level Instruction adapted A seven period block schedule was piloted at the high school. Each middle school tried a block schedule variation. Most teachers liked having students for longer periods so discussions, projects and more application-based learning activities could be accommodated.	All David Douglas secondary level schools will implement an eight period block schedule which will allow additional elective opportunities and more application based instruction.
Choice Programs offered An open enrollment policy was established to allow parents to choose any school in the district. Two specialized programs were offered for parents to choose:	Maintain open enrollment policy.
CLASE, a Spanish language experience classroom, was opened at Mill Park for six and seven year-olds from across the district.	Extend the CLASE program at Mill Park to include grades 3/4.
Technology Classroom at Cherry Park gave sixth graders a more intense use of technology as a learning tool.	Add instructional assistant time at all elementary schools' computer labs ($39,000) to provide more technology focus at all schools. Continue *Technology Classroom* at Cherry Park.
Full day kindergartens, mixed-age options and daycare programs also represented choices parents could elect to meet their child's needs.	
Social Services integrated Medical services have been made available for needy students through two grant programs: Growing Up Well funded through Portland Adventist and the Elementary School Health Center funded by Multnomah County Health Services. The expectation of both programs is to increase student attendance.	Maintain current programs. Expand as needed. Continue to use grants and agency funds as available.
All schools have access to the services of Alpine Mental Health Counseling, Safety Action Team, Integrated Community Services Coordinator, and Children Services Division. The Child Services Center (North Powellhurst) houses Headstart, MESD Early Intervention, Student Services, Safety Action Team, and the district Student Parent Program which includes a daycare program open to the community. The LINCenter at Lincoln Park is home to Oregon's first Elementary School Health Center, along with the ESL Parent Support Program, CSD staff, and focused Alpine services. A Hispanic Youth Specialist serves the high school through a grant funded program called Programa Hispano.	Expand as needed

1994-95	1995-96
CIM planned	
The Certificate of Initial Mastery will be issued to the majority of the class of 1999 at the end of their 10th grade year. In preparation, teachers from grades K-12 have worked this year on embedding the CIM foundation skills into their curriculum and developing a portfolio and tracking system to use in assessing student performance.	Continue coordination and staff development activities.
Higher standards will be guaranteed by seeking board approval of these policy changes in graduation requirements: To be granted a diploma from David Douglas a student must: 2 Earn a Certificate of Initial Mastery • Complete required courses where CIM skills are embedded with a grade of C or better • Show portfolio evidence of performance • Obtain CAT and/or State Assessment Test scores (where applicable) in the average/proficient range. 2 Achieve a cumulative C average (2.0 GPA) 2 Complete 25 credits of coursework A process for teacher review of student performance will be put in place to judge special situations where one or more requirement is below expectations.	Develop operational practices to ensure student success. Hire foreign language instructor at elementary level to prepare students for second language requirement, $38,500.
Alternative Programs offered	
Students who need additional time and help to achieve the CIM will be offered alternative programs at appropriate levels. Efforts this year have concentrated on students in the sixth through eighth grades because they will be the first groups eligible to earn the CIM.	Continue established programs and explore additional options.
The CIM Summer Camp opened in the summer of 1994. Twenty-five middle school students worked for four weeks on communication, technology and self-directed learning skills.	Expand the Summer Camp to serve 60 students or more if needed, $30,000.
The CIM Academy provided an hour of additional instruction twice a week for 6th graders at all elementary schools. Middle schools offered additional instruction to seventh and eighth graders identified as needing assistance in performing CIM foundation skills.	Expand the number of students served by CIM Academy, $50,000. Increase alternative programs at the middle and high school levels. Project UP courses will be offered to 9th graders identified as needing assistance to get a CIM, $75,000.
AIM School provides an alternative setting for middle and high school students whose needs are not being met in the regular program.	Utilize AIM as a major component in the CIM Alternative structure.

1994-95	1995-96
CAM Programs in place All constellations have Design Teams composed of business and education representatives planning the CAM programs for 11th and 12th grade students.	All 11th graders will have an opportunity to begin courses in their chosen CAM area.
All freshman and half of the sophomores had a career-based experience this year.	All 9th and 10th graders will have introductory career based experiences.
PACE classes were planned for career development at both the 9th and 10th grade levels.	Hire a district advanced technology/network specialist to instruct students and coordinate an in-school enterprise in technology and network maintenance. $50,000.
In-school enterprises are available in Business/Management, Human/Social Services and Hospitality/Tourism.	In school enterprises will be expanded.
Site Councils established All buildings have functioning site councils composed of teacher, classified staff, and parent representatives along with the building administrator. The site council oversees staff development activities and building level grants.	Allow more opportunities for staff development by increasing the professional growth funds available for site council use by $40,000. Establish a district level site council in accordance with the collective bargaining agreement.

Although most of the activities needed to move through the next stage in our investment in our students' futures can be accomplished within existing resources and through obtaining additional grant support. Some of the programs will require new funding for staff, equipment, materials, and transportation. Luckily, projections of resources available in 1995-96 indicate that funds will be accessible for continuing our commitment to creating a 21st Century School system allowing an increase of $17,461 to the $500,000 dedicated to school improvement in last year's budget.